DOCUMENT RESUME

ED 063 504 VT 015 711

AUTHOR	Allen, Thomas R., Jr.
TITLE	Cooperative Vocational Education Coordinator's Handbook. Volume I.
INSTITUTION	Marshall Univ., Huntington, W. Va. Dept. of Vocational-Technical Education.
PUB DATE	72
NOTE	107p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Cooperative Education; Educational Objectives; Educational Philosophy; *Instructor Coordinators; Occupational Guidance; Post Secondary Education; *Program Coordination; *Program Guides; *Program Planning; Public Relations; Secondary Education; Teacher Role; Teaching Methods
IDENTIFIERS	Beginning Competence

ABSTRACT

Developed as the first part of a 2-volume program guide, this document should be useful to planners of cooperative vocational education programs in both the secondary and post-secondary education levels. Discussed in the program guide are: (1) the philosophy and objectives of cooperative vocational education, (2) the role of the teacher-coordinator, (3) teaching requirements, (4) the functions of guidance, (5) coordination activities, and (6) public relations techniques. Samples of materials dealing with student's application and placement, interest questionnaire, weekly production report, and instructor's community survey, training plan, and coordination record are included. Volume II of this program guide is available as VT 015 710. (JS)

ED 063504

FILMED FROM BEST AVAILABLE COPY

Cooperative Vocational Education Coordinator's Handbook

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

PREFACE

Many types of cooperative plans for vocational education have been in both secondary and post-secondary curriculums for many years; however, many of these programs were somewhat limited by the age of the student-learners, grade classifications, occupational choices and other restrictions.

The Vocational Education Ammendments of 1968 opened up a whole new concept for cooperative Vocational Education. Part G of the Act makes broad provisions for students in grades 8 through 12 in occupational explorations orientation, in simulated work experiences, and in actual work experience opportunities.

This handbook serves as volume one of a set of two volumes to guide coordinators of Cooperative Vocational Education Programs. Most of the information included in the book is common to all Vocational Education Programs that have an application for a cooperative plan. The coordinator using the books will have to relate it to his own field of specialization. Volume one includes:

(1) An Introduction to cooperative Vocational Education
(2) A Description of The Cooperative Teacher-Coordinator and the responsibilities of the total job.
(3) Teaching
(4) Guidance
(5) Coordination
(6) Public Reations. Volume Two includes the Operation and Administration Functions of the Coordinator of a Cooperative Vocational Education Program.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Cooperative Vocational Education Defined	1
	Philosophy	3
	General Objectives	3
	Specific Objectives	4
	Advantages of Cooperative Vocational Education	5
	Definitions Relation to Cooperative Education	10
	A Chronological History of Cooperative Educational and Federal Legislation Affecting Cooperative Education	15
II.	THE COOPERATIVE TEACHER-COORDINATOR	23
	Qualifications	23
	Responsibilities Of The Total Job	24
	The Five Phases Of The Total Job	25
III.	TEACHING	26
	Providing Related Instruction	26
	Critical Tasks Related To Teaching	33
	The Training Plan	36
IV.	GUIDANCE	38
	Recruit - Screen - Select	38
	Criteria For Selection	40
	Placement	41
	Scheduling	41
	Follow-up	41
V.	COORDINATION ACTIVITIES	44
	Meaning and Purpose	44
	Community Survey	44
	Selection of Training Stations	45
	Coordinations	47
	Coordination Visits	50
	Use of Records in Coordination	51
VI.	PUBLIC RELATIONS	53
	Talks to Groups	53
	Publicity	55
	Other Direct Methods of Communication	57
	APPENDICES	59
	REFERENCES	101

APPENDICES

1. Functions of A Cooperative Teacher-Coordinator

2. Card of Introduction

3. Community Survey Forms

4. Applications for Cooperative Education Program

5. Placement Agreement

6. Training Plans

7. Coordination Record

8. Student Progress Report

9. Student Weekly Production Report

CHAPTER I

INTRODUCTION

COOPERATIVE VOCATIONAL EDUCATION DEFINED

Inasmuch as there are several types and many forms of cooperative education and the term means many different things to people, it seems essential to good communication that cooperative vocational education be defined here as it will be used in this publication. Much misunderstanding will be averted if readers are able to identify the various types of "education and work" programs and if they understand the definition of cooperative vocational education that appears in the Vocational Education Amendments of 1968.

Definition of Cooperative Vocational Education

Cooperative vocational education is defined in Part G of the Vocational Education Amendments of 1968 as follows:

> "...a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other period of time in fulfilling the cooperative work-study (vocational education) program."[1]

The attention of educational administrators and vocational educators is called to the fact that the definition is given for purposes of Part G, and that this is the only definition of cooperative vocational education in the Act per se.

It should be clearly understood that the regularly reimbursed cooperative vocational education programs will be funded under Part B

---

[1]There is an inconsistency in the terminology in the Act in that Part G is titled "Cooperative Vocational Education Program" and the definition in Section 175 refers to "cooperative work-study programs." It was decided by the task force that the term "work-study" should be dropped and the term "cooperative vocational education" be used in order to avoid confusion between the programs described in Part G and "Part H - Work-Study Programs for Vocational Education Students."

and G and the definition of cooperative vocational education in thr regulations for State Plan Programs.[2]

Definition of Cooperative Vocational Education

1. Cooperative education is an arrangement for bringing relevancy to formal instruction through alternating employment in the community with classroom instruction. The term encompasses plans employing a wide variety of practices, policies and procedures.

2. The legal definition of cooperative vocational education contains the minimal requirements for reimbursement for this type of education which equals or exceeds the Federal requirements.

3. The legal definition contains three criteria for cooperative vocational education: (1) students must receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field. (2) these two experiences must be planned and supervised by the school and employer so that each contributes to the student's education and to his employability, and (3) work periods and school attendance may be on alternate half-days, full days, weeks or other periods of time.

4. Cooperative vocational education may be funded under two parts of the Amendments of 1968: Part B - State Vocational Education Programs, and Part G - Cooperative Vocational Education Programs. The purpose of Part G is to aid the states in expanding cooperative vocational education to includes students in areas with high rates of school dropouts and youth unemployment.

5. Since there are alternative objectives for local cooperative vocational education, some of which may conflict in program operation, choices should be made during the planning stage.

6. In selecting program objectives, local planners should be fully aware of the vocational attitudes of prospective students and the range of student attitudes toward school.

7. Vocational planners are strongly encouraged to heed the needs of special groups of students such as those with academic, cultural, and other handicaps.

---

[2] U.S. Office of Education, Bureau of Adult, Vocational & Library Programs, Vocational Education Amendments of 1968 Regulations for State Plan Programs, April, 1969, 142 p. Cooperative vocational education is defined in Sec. 102.3(g) in the same words as Part G.

PHILOSOPHY

Each student has the right and duty to prepare himself for a contributing role in his society. The School is an agent in American Society to aid, encourage, and direct students in the selection of their roles and to help prepare each student for his role in society. Each student is recognized as a physical, emotional, social, mental individual.

The first responsibility of the school is the self-concept of the student. Each student must recognize that he is a worthwhile individual with his own strengths and weaknesses. He must be guided to respect the uniqueness and value of others. The student is to be guided into those vocations and avocations which are consistent with his own individuality.

Each student must be provided with the training and experiences necessary to have a reasonable understanding of our society. Our society in 1971 is a highly mobile, technological society. To live in a changing democratic society, the student must be able to make choices. The ability of the student to make such choices depends upon his knowledge of factual material and upon his own personal morals. Each of these areas lie within the framework of the responsibility of the School.

Due to our changing society, each student will likely change his vocation numerous times during his productive life whether he is a college graduate or not. Therefore, each student should be taught the basic structure of knowledge as contrasted to isolated fact. Each student should be provided opportunity to solve problems based upon the total structure of knowledge. Furthermore, the more immediate factual needs of each student must be met. These needs will include preparation for college.

GENERAL OBJECTIVES

A. To utilize the concrete experiences of the vocational laboratory and the work setting in teaching needed academic skills are needed to acquire a higher level vocational skill. The new program calls for the existing vocational teachers within a school agriculture, home economics, industrial arts, business education and selected academic teachers to interlock and coordinate their curriculum so as to make it meaningful to the student. It is believed that the concrete experiences of the vocational laboratory and of the work setting offer a basis for enabling potential school dropouts to acquire certain needed academic skills that they have failed to learn in a strict abstract oriented shool structure.

B. To provide students an opportunity to test themselves out in different work roles. Most potential dropouts, due to their environmental orientation, are illiterate toward the world of work. Thus one objective of this program will be to bridge that gap.

C. To create on the part of the student a more positive attitude toward himself, school, work, and others. The central thrust of the new work experience program will be to structure the school environment so that the student succeeds in all aspects. Rather than establishing experiences that are going to insure that he fails, the effort is in reverse to this and one of establishing experiences in which he can succeed. This calls for the establishment of a new set of standards for these students.

SPECIFIC OBJECTIVES

1. To utilize the facilities of the school, businesses, and industries of the community to give needed occupational orientation and work experiences to the mentally, physically, culturally and emotionally disadvantaged or handicapped students from grades 8 through 12.

2. To coordinate the transition between school and employment through enabling the student to continue school and at the same time receive training and supervised work experience under actual employment conditions.

3. To provide a variety of occupational choices for the students by means of offering greater opportunities to explore and pursue their interests and aptitudes.

4. To create a normal, healthy, and sincere attitude on the part of students toward work.

5. To structure the school environment so that the student succeeds in all aspects in accordance with his capabilities.

6. To enable those students 16 years of age or over to acquire employable skills so that they can enter an occupation upon leaving high school, confident in their ability to attain economic security.

7. To prepare students to participate efficiently as contributing members of an organized club or civic group.

ADVANTAGES OF COOPERATIVE VOCATIONAL EDUCATION[3]

1. Cooperative vocational education probably provides the most relevant curriculum and instruction for student's with vocational goals because it is designed to respond to student's needs and occupational requirements.

2. Cooperative vocational education provides for application of most vocational learnings because there is almost immediate opportunity for try-out in real-life situations.

3. Cooperative vocational education provides balanced vocational preparation including manipulative and technical skills. It is sensitive to occupational adjustment and career development needs because of the continous feed-back from training sponsors and others.

4. Cooperative vocational education is well-equipped to prepare students with wide variances in abilities for a broad range of occupational fields. Its only limitation is the number of potential training stations available in an occupational field.

5. Training more students than can be employed does not occur in cooperative vocational education because participation is limited to students who can be placed in cooperating training stations. There are other manpower control features such as the occupational survey and advisory committee.

6. Class community relations is a necessity in cooperative vocational education because of its dependence on the community for job placement and on-the-job instruction.

GREATER RELEVANCE OF CURRICULUM AND INSTRUCTION[4]

Without doubt, the greatest current concern about education in general is the relevance of curriculum and instruction to the needs and interests of present-day youth. Cooperative vocational education has some built-in features that almost insure relevant instruction when properly used. A few of the more salient points relating to cooperative education are given on the next page. In relating these claims, the assumption is made that the definition of cooperative vocational education found in the 1968 Act holds.

---

[3]University of Minnesota, A Guide For Cooperative Vocational Education, Division of Vocational and Technical Education, Minneapolis, Minnesota, 1969, p.2.

[4]Ibid., p.2.

1. Students are placed on jobs that are in harmony with their abilities and interests.

2. Each student follows a plan of on-the-job experiences which is based on occupational requirements and individual student needs.

3. Students have the opportunity to learn skills on real jobs under actual working conditions.

4. Classroom instruction, on-the-job training, and student club activities are articulated in the development of clearly identified competencies.

5. Students have an active role in the choice of content and methods because of their unique experiences which incite them to seek education for their developing personal needs.

6. The teacher is not the sole authority. His teachings are supplemented with the practices and ideas of employers and employees of the occupational environment.

7. Students can better evaluate the contribution of general and vocational education in terms of their own needs and aspirations.

8. Students are able to identify with the world of work in a meaningful way.

9. Students encounter daily situations in an adult environment which cause them to examine their values and reappraise their potential in occupational and social situations.

10. Students receive the guidance of trained teacher-coordinators who have been "through the mill" in the occupational field when making vital vocational decisions.

11. Students make the transition from school to work gradually under the skilled guidance of a teacher-coordinator, giving them time to comprehend the significance of the learning situation and the world of work.

12. Students receive direct on-the-job contact with professionals whose responsibility it is to stay up-to-date in their profession.

13. Curriculum revision is more rapidly reflective of current occupational requirements.

14. Cooperative vocational education enables the student to relate education to his occupational interests at a period in life when it is natural for him to look outside the school for learning and earning.

15. Cooperative education may provide the most influential means of coordinating the home, the school, and the world of work in behalf of the student.

BETTER APPLICATION OF LEARNING[5]

One of the most visible values of cooperative vocational education is the opportunity for better application of classroom learning to a real-life test. This value is particularly important in the development of the capabilities needed for good occupational adjustment. Simulated occupational environments rarely provide a laboratory of real-life employers and employees and seldom one with real-life customers or clients. Occupations vary widely in their reliance on job experience for learning the required technical competencies. Evidence concerning the better application of learning in cooperative vocational education follows:

1. Students are able almost immediately to test their occupational learning voluntarily and independently in a real-life situation.

2. The job usually functions as a learning laboratory in which structured assignments that do not interfere with production are carried out on the job. When they do interfere, arrangements may be made for special instruction outside of working hours.

3. Students apply their learning in a variety of job situations and return to the classroom for analysis and group discussions. Thus, they understand better and appreciate the difference in practices among employing organizations. Such variances in applications would not be possible in almost any simulated environment.

4. Students acquire a better understanding of problem-solving and the scientific method. Problems arise on the job or in school; they are identified; they are investigated. Alternatives are explored and some are chosen. They are tried out on the job and observations are made. The action succeeds or fails and the cycle is dropped or repeated.

5. Well chosen training stations become rich learning resources and usually furnish more valid information than is available to learners through other means. Carefully prepared on-the-job training sponsors take a personal interest in the student's development and function as excellent laboratory instructors.

6. Under guided experiences on their jobs, and sometimes in unplanned

---

[5]Ibid, p.3.

situations, students are led to appreciate the values of general education.

7. The total physical and psychological job environment adds materially to the laboratory and teaching facilities available.

8. Frequent periodic applications of classroom learning to an employment situation remove artificial barriers to learning.

IMPROVED BALANCE IN VOCATIONAL CAPABILITIES[6]

Vocational education has done a very commendable job of developing technical skills and knowledge in the traditional vocational fields. The same cannot be said of occupational adjustment and career development; studies show that a major portion of jobs are lost for reasons other than incompetency in the technical skills and also that occupational tenure among vocational education graduates leaves much to be desired. Many vocational educators attribute this phenomenon to an inadequate training environment in the traditional vocational education setting. A few cogent points regarding balanced vocational capabilities follow.

1. Properly designed occupational experience provide opportunities for exploration of the three major vocational capability areas, (1) technical, (2) occupational adjustment, and (3) career development, through the employing organization's physical facilities and its human environment.

2. First-hand guidance information is available for the asking at the job training site. Chances are that, when properly solicited, such information will be more complete and accurate than could normally be communicated because of the bond between the student and the employing firm or organization.

3. Teacher-coordinators are likely to be more sensitive to the need for balanced instructional content than other vocational teachers because of the continuous feedback from training sponsors and other employees on the behavior of the student.

4. Continuous dialogue among the coordinator, the employer and the student provides ample opportunities for a balanced view point in formulating the student's individual curriculum.

5. The coordinator's regular contacts with employers, employees, and the student facilitate helping the student personally bridge the generation gap as well as master the technical capabilities.

---

[6]Ibid., p. 4.

6. As wage earners, students develop an appreciation and respect for work and are aided in obtaining worthwhile jobs.

7. Students are able to observe and assess the importance of personal traits so necessary for employment: punctuality, dress, regular attendance, and responsibility for completing assigned tasks.

8. Cooperative vocational education provides many students with their most useful contacts with society outside the home.

9. Cooperative vocational education helps students clarify relationships between education and employment and earnings.

10. Cooperative vocational education adds breadth and depth of meaning to the student's studies.

11. Work periods offer opportunities for independent exploration of an environment providing for new knowledge, practices, and experiences.

EXTENSION OF TRAINING TO ADDITIONAL OCCUPATIONS AND STUDENTS[7]

Even with programmed instruction and computerized practices, the schools cannot provide adequately in the school alone for the multitude of occupations which compose our labor force. Even if the technical training could be automated, it would not be possible to provide training in the personal and social capabilities needed in large numbers of behavioral-science-based occupations. In many occupations, however, cooperative vocational education can furnish the essential elements that complement classroom work and provide a reasonable training program. Some of the most prevalent points relating to this value of cooperative education are as follows:

1. Cooperative education is well-equipped to prepare students for new and emerging careers with some assurance that they will be gainfully employed.

2. Cooperative vocational education is relatively well-equipped to accommodate students of wide range of ability as compared to vocational education offered without occupational experience.

3. Cooperative vocational education is better equipped to provide for the needs of occupations which draw on more than one discipline than is vocational education which is limited to classroom instruction.

4. In these times of rising costs, educational institutions can utilize their staff and facilities much more effectively by shifting part of the costs of education to the employing community. This enables the

---

[7] Ibid., p.5.

school to provide for the expansion of occupational training.

5. Cooperative vocational education is a significant means of aiding low-income students.

6. Cooperative vocational education enables some students to stay in school who otherwise would drop out to seek employment.

DEFINITIONS RELATING TO COOPERATIVE EDUCATION[8]

The following definitions will help to clarify the meaning of terms relating to cooperative education:

Agriculture Education	The study of farming, other scientific Agricultural Occupations, or any occupation involving knowledge and skills in agricultural subjects.
Agriculture Occupations	Those occupations involving knowledge and skills in agricultural subjects and includes the functions of producing, processing and distributing agricultural products, and services related thereto.
Advisory Committee	A group of persons, usually outside the educational profession, selected for the purpose of offering advice and counsel to the school regarding the vocational education program. Members are representatives of the people who are interested in the activities with which the vocational program is concerned.
Control Class	A class limited to cooperative vocational education students in which they receive instruction that is related to their training station learning experience and career objectives.
Cooperative Plan	An organizational pattern for preparatory instruction which involves regularly scheduled part-time employment that gives students an opportunity to experience theory in practice while developing and refining their occupational competencies through supervised learning experiences at training stations.

---

[8] State Department of Education, Handbook for Administrators and Coordinators of Cooperative Education, Department of Vocational Education, Charleston, West Virginia, 1971, p. 60.

Cooperative Vocational Education	A cooperative program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by the alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative vocational education program.
Coordination	The process of integrating into a harmonious relationship the administrative, organizational, and instructional activities of the vocational program and directing them toward a common purpose.
Craft Advisory Committee	A group of local craftsmen, selected from a specific trade or occupation, appointed to advise the school on matters pertaining to teaching the particular occupation. Generally, the committee should include an equal number of representatives of labor and management.
Distributive Education	Distributive education is a program of instruction in the field of distribution and marketing and is designed to prepare individuals to enter, to progress, or to improve competencies in distributive occupations. Emphasis is on the development of attitudes, skills, and understanding related to marketing, merchandising, and management.
Distributive Occupations	A distributive occupation is one that includes proprietors, managers, or employees engaged primarily in marketing or merchandising goods or services. These occupations are commonly found in various business establishments such as retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing.
Diversified Occupations Program	A high school course in which students are given supervised work experience in any one of a variety of occupations, combined with related classroom instruction. This type of program is suited especially to communities where the need for workers is too limited to justify separate courses for each occupation. This program is usually under the

	direction of the trade and industrial education division and supervised by a teacher-coordinator.
Exemption Certificate	A certificate issued by the United States Department of Labor which permits a student-learner to be employed at less than the minimum wage, so long as he remains a student-learner in the Part-time Cooperative Vocational Education Program.
Hazard (Occupational)	Any factor or phase of an occupation which may be dangerous to the student-learner's well being.
Hazard Occupation	Any and all of those occupations which the United States Department of Labor has ruled are too dangerous for workers under 18 years of age. This ruling makes such employment illegal and subjects employers to severe penalties in the event of violations. Only affects companies engaged in interstate commerce.
Health Education	Health education is an instructional program which prepares persons for occupations that render health services directly to patients to provide planned instructional experience in appropriate clinical situations.
Health Occupations	Health occupations are those occupations which provide diagnostic, thereapeutic, preventive, restorative, and rehabilitative services to people.
Home Economics Education	Education for homemaking which prepares to proficiency in carrying out responsibilities of home and family life and provides the basic knowledge and skills for occupational fields.
Technical Education	Technical education is concerned with a body of knowledge organized in a planned sequence of classroom and laboratory experiences for a highly technical occupation.
Technical Occupations	Technical occupations are those occupations which include the following functions: Designing, developing, testing, modifying of products and processes, production planning, writing reports, preparing estimates; analyzing and diagosing technical problems that involve independent decisions.

Training Agreement	A form prepared by the teacher-coordinator indicating the period of training, hours of work, salary, and other pertinent facts and information necessary to assure basic understanding of the student's position as a student-learner in the cooperative education program; may be signed by teacher-coordinator, employer, student, and parents.
Training Plan	A written plan of experiences indicating what is to be learned by a specific student and whether it is to be taught in the classroom (group or individual instruction) and at the training station. The plan is derived from a realistic analysis of the tasks, duties, responsibilities, and occupational objectives of the student-learner.
Training Sponsor	The individual who is directly responsible for the student's learning activities at the training station. The training sponsor may be the owner or manager of the business, or an employee appointed by management.
Training Station	The establishment where the student receives supervised learning experiences related to his occupational objective through part-time employment.
Work Experience	Employment undertaken by a student while attending school. The job may be designed to provide practical experience of a general character in the work-a-day world.
Work Experience Education	Employment undertaken as part of the requirements of a school and designed to provide planned experiences, in the chosen occupation, which are supervised by a teacher-coordinator and the employer.
Work Study Program	Administered by the local educational agency and made reasonably (to the extent of available funds) to all eligible youths in the area served by such agency. Employment under the program may be for the local educational agency or some other public agency or institution and will be furnished only to students who (a) have been accepted for enrollment as full-time students in an approved vocational education program, (b) need earnings to continue their vocational education, and (c) are at least 15 and less than 21 years of age. No student shall be employed under the program more than 15 hours in any class week or paid more than $45 in any month or $350 in any academic year, except in special cases.

Definitions of disadvantaged and handicapped given below are to establish unique needs, rather than for labeling purposes.

PHYSICALLY HANDICAPPED

Any student that has a physical handicap that prevents him from succeeding in the regular vocational program without special attention or special modification in the program would be classified as a Special Needs Student. Students would be identified by local school people and referred to Vocational Rehabilitation for evaluation.

EMOTIONALLY HANDICAPPED

Any student whose emotional stability is such that he would need special attention beyond that normally given to the regular vocational student in order to succeed in a vocational program should be classified as disadvantaged.

SLOW LEARNERS AND EDUCATIONALLY DEPRIVED

Any student who is currently two or more grade levels below his expected grade level by either actual grade placement or as measured by standardized achievement tests should be classified as disadvantaged. These students would be evaluated and identified by the high school counselor.

SOCIO-ECONOMICALLY DEPRIVED

Any student whose family income is less that $1,200 per family member and whose total family income is less than $5,000 should be classified as disadvantaged. It is conceivable that in some instances such individuals may be handicapped only by a lack of financial resources needed to maintain himself while he persues an occupational skill. In such a case, the vocational curriculum would not have to be changed for him. Vocational education special assistance would be one of helping him obtain resources financially financially necessary for completing a vocational program. It is proposed that he still be classified as a disadvantaged student. Although, in other aspects he may be an exception to those being referred to in the remainder of this statement.

A CHRONOLOGICAL HISTORY OF COOPERATIVE EDUCATION AND FEDERAL LEGISLATION AFFECTING COOPERATIVE EDUCATION

1906 - Cooperative education inaugurated at the University of Cincinnati by Dean Herman Schneider. The first program in engineering was a combination of work and study as integral parts of the educative process.

1909 - High school program of work experience education established at Fitchburg, Massachusetts, in cooperation with the General Electric Company.

1910 - High school cooperative courses established in the Cincinnati, Ohio public schools.

1911 - Experimental high school cooperative program establised at York, Pennsylvania.

1912 - First retail cooperative training program in Boston, Massachusetts high schools organized by Mrs. Lucinda Wyman Prince.

1914 - High school cooperative instruction established at Dayton Cooperative High School, Dayton, Ohio.

1915 - High school cooperative programs established in ten New York City schools.

1917 - Passage of Smith-Hughes Act, Public Law 347, 64th Congress. Approved February 23, 1917, a month and a half before U. S. entered World War I. Provided approximately $7 million annually, as a permanent appropriation for vocational education in agriculture, trades and industry, home economics, and teacher training. The Federal Board of Vocational Education recognized cooperative courses and encouraged schools to establish these courses.

1921 - College plan of alternating study and work periods adopted by Antioch College, Yellow Springs, Ohio. This plan is currently in use at over 75 colleges.

1929 - Passage of George-Reed Act, Public Law 702, 70th Congress. Approved February 5, 1929. A temporary measure that authorized increase of $1 million annually for four years (1930-1934) to expand vocational education in agriculture and home economics.

1931 - Modification of policy for part-time cooperative courses by the Federal Board for Vocational Education.

1933 - Conference at Biloxi, Mississippi arranged by C. E. Rakestraw. From this conference, plans were developed for expanding part-time cooperative education programs.

1934 - Passage of George-Ellzey Act, Public Law 247, 73rd Congress. Replaced the George Reed Act of 1929. Approved May 21, 1934. Authorized an appropriation of $3 million annually for three years, to be apportioned equally for training in agriculture, home economics, and trades and industry.

1936 - Passage of George-Deen Act, Public Law 673, 74th Congress. Approved June 8, 1936. Authorized on a continuing basis annual appropriation of approximately $14 million for vocational education in agriculture, home economics, trades and industry, and for the first time, distributive occupations.

1946 - Passage of George-Barden Act, Public Law 586, 79th Congress. Amended and superseded the George-Deen Act of 1936. Approved August 1, 1946. Authorized larger appropriation for vocational education than the superseded George-Deen Act of 1936, from $14 million to $29 million annually. Extended provisions of the Smith-Hughes Act and authorized increased annual appropriations to the States. Funds for vocational education were authorized for agriculture, home economics, trades and industry, and distributive occupations.

1957 - Conference on Cooperative Education and the Impending Educational Crisis held at Dayton, Ohio, on May 23 and 24. Conference was sponsored by the Thomas Alva Edison Foundation.

1963 - Passage of Vocational Education Act, Public Law 88-210, 88th Congress. The central purposes of the Act are as follows:[9]

1. To assist states to maintain, extend, and improve existing programs of vocational education.

2. To develop new programs of vocational education.

3. To provide part-time employment for youths who need such employment in order to continue their vocational training on a full-time basis.

---

[9]Vocational Education, The Sixty-fourth Yearbook of the National Society for the Study of Education, Part I, Chicago: The National Society for the Study of Education (5835 Kimbark Avenue, Chicago, Illinois, 60637), p.200.

1511 SICCEM ABSTRACT OUTLINE

I Document Information

A. Grade Level Univ

B. Time Frame _____
semesters, years, class, hours per unit

C. Type of Instructional Unit

	Instructional
	Audio or visual aid
	Curriculum Guide
	Instructors Guide
	Instructional Unit
✓	~~Student~~ Manual
	Resource Guide
	Textbook (Commercial)

	Research
	Report (general)
	Conference Materials
	Project Report
	Teacher Training Unit
	Evaluation Instrument

D. Physical Description

E. Supplementary Materials

II Development

A. Developed by: (specify level)
Single author

B. Extent or status of testing
- [ ] Trial Edition
- [ ] Being Pilot Tested
- [✓] Complete, in use, being evaluated informally
- [ ] Other _____

III User

A Teacher requirements - Education, Experience yes

B Student population - if special characteristics

	non-reader		ethnic group
	alienated		over-age
	underachiever		identified drop-out
	high achiever		handicapped

IV Subject Matter Content - Guidelines

A. Does it contain:

- [✓] Outline of content activities
- [✓] Teaching suggestions
- [✓] Evaluation procedures (student or teacher)
- [ ] Reference materials
  - [ ] Bibliography
  - [ ] Quoted in text
- [ ] Sample student materials
- [ ] Supportive audio and/or visual Materials
- [✓] Guidance materials
- [ ] In Service training program
- [✓] Objectives
- [✓] Rationale explanation
- [ ] Pupil feedback procedures
- [ ] Supplementary exercises to help slower students

B. Does it use or encourage use of:

- [ ] Innovative substance or procedures
- [✓] Varied approaches to instruction
- [✓] Community resources
- [✓] Real-life situations

15 711

SIOCCM INDEX CHECKLIST

☐ Career Education

FORM: The document is or concerns:

- ☐ Textbooks
- ☐ Supplementary Textbooks
- ☐ Study Guides
- ☐ Teaching Guides
- ☐ State Curriculum Guides
- ☑ Program Guides
- ☐ Resource Guides
- ☐ Curriculum Guides
- ☐ Guides
- ☑ Manuals
- ☐ Bibliographies
- ☐ Annotated Bibliographies
- ☐ Films
- ☐ Instructional Films
- ☐ Filmstrips
- ☐ Visual Aids
- ☐ Audiovisual Aids
- ☐ Catalogues
- ☐ Books
- ☑ Administrator Guides
- ☑ Leaders Guides
- ☐ Instructional Aids
- ☐ Three Dimensional Aids
- ☐ Laboratory Manuals
- ☐ Instructional Materials
- ☐ Resource Materials
- ☐ Reference Materials
- ☐ Programed Materials

LEVEL: Choose narrowest term(s) to cover grade span

- ☐ Kindergarten
- ☐ Primary Grades (K-3)
- ☐ Elementary Grades (K-6)
- ☐ Intermediate Grades (4-6)
- ☑ Secondary Grades (7-12)
- ☑ Post Secondary Education (13-14 and adult)
- ☐ Adult Education
- ☐ Grade: 1 2 3 4 5 6 7 8 9 10 11 12 13 14

FIELD (Keyed to grade level)

K-3

- ☐ Supplies
- ☐ Services

4-6 If more than 2, skip it

- ☐ Industry
- ☐ Marketing
- ☐ Social Sciences
- ☐ Services
- ☐ Humanities

7-12 If more than 3, skip it.

- ☐ Natural Resources
- ☐ Manufacturing
- ☐ Construction (Process)
- ☐ Educational Finance

7-12 (Continued)

- ☐ Construction (Process)
- ☐ Educational Finance
- ☐ Marketing
- ☐ Human Services
- ☐ Producer Services
- ☐ Transportation
- ☐ Communications
- ☐ Government (Administrative Body)
- ☐ Education
- ☐ Health
- ☐ Welfare
- ☐ Humanities
- ☐ Recreation

COMPONENT Can be as many as 2

- ☑ Curriculum - Student only
- ☐ Career Education (AIM or ARM)
- ☐ Placement (ARM)
- ☑ Guidance (AIM or ARM)
- ☐ Community Involvement (ARM)
- ☐ Inservice Programs (AIM or ARM)
- ☐ Evaluation (ARM)
- ☐ Systems Development (ARM)

CONTENT: Terms will cover concepts such as:

- ☐ Course Content
- ☑ Objectives
- ☑ Resources
- ☑ Requirements
- ☐ Methods
- ☑ Procedures
- ☑ Activities
- ☐ Facilities and Equipment
- ☐ Other concepts included in abstract

CAREER ELEMENT (all terms are identifiers)

- ☐ Decisions
- ☐ Educational Awareness
- ☐ Self Awareness
- ☐ Attitudes Appreciations
- ☐ Career Awareness
- ☐ Economic Awareness
- ☑ Beginning Competence
- ☑ Employment Skills

4. To provide instruction so that persons of all ages in all communities will have ready access to vocational training or retraining which is of high quality, realistic in relation to employment, and suited to the needs, interests, and ability of the persons concerned. Such persons were identified: (a) those in high school, (b) those who have completed or discontinued formal education.

1968 VOCATIONAL AMMENDMENTS[10]

"PART G-COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

"FINDINGS AND PURPOSE

"SEC. 171. The Congress finds that cooperative work-study programs offer many advantages in preparing young people for employment, Through such programs, a meaningful work experience is combined with formal education enabling students to acquire knowledge, skills, and appropriate attitudes. Such programs remove the artificial barriers which separate work and education and, by involving educators with employers, create interaction whereby the needs and problems of both are made known. Such interaction makes it possible for occupational curricula to be revised to reflect current needs in various occupations. It is the purpose of this part to assist the State to expand cooperative work-study programs by providing financial assistance for personnel to coordinate such programs, and to provide instruction related to the work experience; to reimburse employers when necessary for certain added costs incurred in providing on-the-job training through work experience; and to pay costs for certain services, such as transportation of students or other unusual costs that the individual students may not reasonably by expected to assume while pursuing a cooperative work-study program.

"AUTHORIZATIONS AND ALLOTMENTS

"SEC. 172. (a) There is authorized to be appropriated for the fiscal year ending June 30, 1969, $20,000,000, for the fiscal year ending June 30, 1970, $35,000,000, for the fiscal year ending June 30, 1971, $50,000,000, and for the fiscal year ending June 30, 1972, $75,000,000, for making grants to the States for programs of vocational education designed to prepare students for employment through cooperative work-study arrangements.

"(b) (1) From the sums appropriated pursuant to this section for each fiscal year, the Commissioner shall reserve such amount, but not in excess of 3 per centum thereof, as he may determine, and shall

---

[10]Public Law 90-576, 90th Congress, H. R. 18366, October 16, 1968.

apportion such amount among Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands, according to their respective needs for assistance under this section. From the remainder of such sums the Commissioner shall allocate $200,000 to each State, and he sahll in addition allocate to each State an amount which bears the same ratio to any residue of such remainder as the population aged fifteen to nineteen, both inclusive, in the State bears to the population of such ages in all the States. For purposes of the preceding sentence, the term "State" does not include the areas referred to in the first sentence of this paragraph.

"(2) The amount of any State's allotment under this section for any fiscal year which the Commissioner determines will not be required for such fiscal year for carrying out the part of the State's plan approved under section 173 shall be available for reallotment from time to time, on such dates during such year as the Commissioner may fix, and on the basis of such factors as he determines to be equitable and reasonable, to other States which as determined by the Commissioner are able to use without delay any amounts so reallotted for the purposes set forth in section 173. Any amount reallotted to a State under this paragraph during such year shall be deemed part of its allotment for such year.

"(3) The population of particular age groups of a State or of all the States shall be determined by the Commissioner on the basis of the latest available estimates furnished by the Department of Commerce.

"PLAN REQUIREMENT

"SEC. 173, (a) A State, in order to participate in the program authorized by this part, shall submit, as part of its State plan, to the Commissioner, through its State board, a plan which shall set forth policies and procedures to be used by the State board in establishing cooperative work-study programs through local educational agencies with participation of public and private employers. Such policies and procedures must give assurance that-

"(1) funds will be used only for developing and operating cooperative work-study programs as defined in section 175 which provide training opportunities that may not otherwise be available and which are designed to serve persons who can benefit from such programs;

"(2) necessary procedures are established for (cooperation with employment agencies, labor groups, employers, and other community agencies in identifying suitable jobs for persons who enroll in cooperative work-study programs;

"(3) provision is made for reimbursement of added costs to employers for on-the-job training of students enrolled in cooperative programs, provided such on-the-job training is related to existing carrier opportunities susceptible of promotion and advancement and does not displace other workers who perform such work;

"(4) ancillary services and activities to assure quality in cooperative work-study programs are provided for, such as preservice and in-service training for teacher coordinators, supervision, curriculum materials, and evaluation;

"(5) priority for funding cooperatiave, work-study programs through local educational agencies, is given to areas that have high rates of school dropouts and youth unemployment;

"(6) to the extent consistent with the number of students enrolled in nonprofit private schools in the area to be served, whose educational needs are of the type which the program or project involved is to meet, provision has been made for the participation of such students;

"(7) Federal funds made available under this part will not be commingled with State or local funds; and

"(8) such accounting, evaluation, and follow-up procedures as the Commissioner deems necessary will be provided.

"(b) The Commissioner shall approve such part of its State plan which fulfills the conditions specified above, and the provisions of part B (relating to the disapproval of State plans) shall apply to this section.

"USE OF FUNDS

"SEC. 174. Funds allocated under this part for cooperative work-study programs shall be available for paying all or part of the State's expenditures under its State plan for this part for any fiscal year, but not in excess of its allotment under section 172.

"DEFINITION

"SEC. 175. For purposes of this part, the term 'cooperative work-study program' means a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time in fulfilling the cooperative work-study program.

Vocation Education Amendments of 1968[11]

Comparative Analysis of Cooperative Education Programs and Work-Study Program

Part B	Part G	Part H
State Vocational Education Programs	Cooperative Vocational Education Programs	Work-Study Programs for Vocational Education Students
1. Money appropriated under Part B and allotted to the states may be expended for cooperative education programs	1. Money appropriated under Part G and allotted to the States shall be expended for developing new programs of cooperative education	1. Money appropriated under Part H and allotted to the States shall be expended for work-study programs
2. Purpose * To provide on-the-job work experience related to the students course of study and chosen occupation	2. Purpose * To provide on-the-job work experience related to the student's course of study and chosen occupation	2. Purpose * To provide financial assistance to students who are in need of earnings from employment to commence or continue their vocational education program
3. Students Served * Individuals who desire and need such education and training in all communities of the State	3. Students Served * Individuals who desire and need such education and training in all communities of the State * *Priority is given to areas of high rates of school dropouts and youth unemployment*	3. Students Served * Economically disadvantaged full-time vocational education students

[11] op. cit. University of Minnesota, p.10.

Part B	Part G	Part H
State Vocational Education Programs	**Cooperative Vocational Education Programs**	**Work-Study Programs for Vocational Education Students**
4. Uses of Funds * Program operation and ancillary services	4. Uses of Funds * Programs operation and ancillary services * *Reimbursement of added training cost to employers, when necessary* * *Payment for certain services or unusual costs to students while in cooperative training*	4. Uses of Funds * Compensation of students employed * Development and administration of program
5. Federal Portion of Support * Based upon Statewide matching (50/50) for all basic grant vocational education programs. Application of State criteria for allocation of funds determines level of assistance	5. Federal Portion of Support * *All or part (100%)*	5. Federal Portion of Support * 80%
6. Instruction * In-school vocational instruction related to occupational field and training job	6. Instruction * In-school vocational instruction related to occupational field and training job	6. Instruction * In-school vocational instruction not necessarily related to the job
7. Work Periods * Alternate half days, full days, weeks, or other periods of time. (Number of hours of work generally equal the number of hours spent in school)	7. Work Periods * Alternate half days, full days, weeks, or other periods of time. *(Number of hours of work need not equal the number of hours spent in school)*	7. Work Periods * Maximum of 15 hours per week while attending school

Part B

State Vocational Education Programs

8. Wage Payments
   * Regular wages established for the occupational field
   * Usually at least minimum wage or student-learner rate established by Department of Labor
   * Wages paid by employer

9. Age Limitations
   * Minimum age 14 as per Child Labor Laws

10. Eligible Employers
   * Public or private

11. Administration
   * Administered by the State or local educational agencies under supervision of the State Board for Vocational Education in accordance with State Plan provisions

Part G

Cooperative Vocational Education Programs

8. Wage Payments
   * Regular wages established for the occupational field
   * Usually at least minimum wage or student-learner rate established by Department of Labor
   * Wages paid by employer

9. Age Limitations
   * Minimum age 14 as per Child Labor Laws

10. Eligible Employers
   * Public or private

11. Administration
   * Administered by the State or local educational agencies under supervision of the State Board for Vocational Education in accordance with State Plan provisions

Part H

Work-Study Programs for Vocational Education Students

8. Wage Payments
   * $45 per month, $350 per academic year or in certain cases $60 per month, $500 per academic year
   * Public funds are used for compensation

9. Age Limitations
   * 15 through 20 years of age

10. Eligible Employers
   * Limited to public, non-profit employers

11. Administration
   * Administered by the State or local educational agencies under supervision of the State Board for Vocational Education in accordance with State Plan provisions

---

Work Experience Education
Development Branch
DVTE/BAVLP/USOE
6/69

CHAPTER II

THE COOPERATIVE TEACHER-COORDINATOR

The Cooperative teacher-coordinator is usually a regular member of the school staff and is responsible for operating and administering the cooperative program. The coordinator must teach in the classroom as well as coordinate the cooperative student's activities. He is responsible for planning the classroom instruction for cooperative students. His position is similar to that of training director in business, since he assists the student in finding jobs and provides counseling for his problems. The coordinator should be able to illustrate his planned activities for the working relationship between school and business. He should also be able to relate the two educational situations toward developing individuals for careers in occupations for which tyey are both interested and suited.

QUALIFICATIONS

In order to qualify adequately for the challeging position of a cooperative teacher-coordinator, the following attributes are necessary:

The ability to work with people and strive toward a given goal.

A natural interest in and desire to give guidance to young people.

The ability to give group and individualized instruction on the secondary level.

The willingness to carry out school policy effectively.

The ability to represent the school effectively in contracts made with the community.

The ability to gain the confidance of the business and school communities.

The ability to represent vocational education as part of the total education offered to the businessmen of a community.

An active interest in personal, professional improvement.

The ability and desire to follow instructions carefully and promptly.

A thorough educational preparation for teaching in this field.

RESPONSIBILITIES OF THE TOTAL JOB

To The Cooperative Student

To give essential information about occupations.

To know that a student is sincere and really wants to follow occupation as a career.

To assist in arranging schedule of general courses.

To aid each student in the personality adjustment necessary to get along with others, and to follow directions.

To see that adequate facilities and instructional materials are accessible to students.

To establish effective placement and follow-up plan.

To keep informed about the students' economic, social, and scholastic backgrounds.

To prepare a training plan for each student in cooperation with the employer.

To make proper placement and supervise students while in training.

To prevent exploitation of students on the job and in school.

To build and maintain student moral and proper cooperative attitude.

To Parents

To maintain cooperative relationship with parents.

To furnish adequate program information.

To stress the advisability of students completing the entire course.

To justify placement, adjustment, or transfer of student.

To The School Administration

To interpret policies correctly and support them loyally.

To stay within established channels of communication in all official matters.

To use time, materials and supplies economically.

To Business and The Community

To explain the objectives of the training plan.

To fully explain the mechanics of the cooperative plan and the individuals responsibility toward it and benefits to be received.

To select student-workers who will be appreciated.

To see that student-workers get the proper training and have the proper attitude toward employers and the job.

To avoid wasting time of employers.

To eliminate or transfer misfits.

To Himself

To keep physically fit.

To set an example of work habits and character which student-trainees will be proud to follow.

To maintain a professional attitude toward work.

To maintain the dignity befitting one's teaching position.

To cooperate with the school faculty and business people in order to deserve their cooperation.

To see that student-workers get the proper training and have the proper attitude toward employers and the job.

To avoid wasting time of employers

To council and, if necessary, transfer unqualified students.

THE FIVE PHASES OF THE TOTAL JOB

Although the local school structure will, to a degree dictate the actual design of the Coordinator's job, there are five basic phases of the total coordinator's job. These are (1) Teaching, (2) Coordination, (3) Guidance, (4) Operation and Administration, and (5) Public relations. Some of the major duties within these areas are indicate- in the chart of Functions of a Cooperative Teacher-Coordinator. This manual contains many aspects of the areas of teaching, coordination, Guidance and public relations. The area of Operation and administration along with youth organizations will be covered in volume II of this series.

CHAPTER III

TEACHING

PROVIDING RELATED INSTRUCTION[1]

Related instruction in cooperative vocational education should facilitate the development of capabilities the student needs to enter, asjust and advance in a satisfying career. Even though it is expected that a student's career interests and plans may change, the desired vocational capabilities and competencies which he will need in future occupations are learned through the medium of a specific job within the context of his economic and social environment. Factors to consider in planning related instruction are: (1) the capabilities and competencies to be developed, (2) provisions for individual and group needs, (3) appropriate sources of learning, (4) coordination of instruction from the several sources, and (5) appropriate methods of instruction.

Recognizing the Vocational Capability Areas in Organizing Instruction

The vocational capabilities to be learned may be classified as (1) Specific skills which are derived from an occupation, (2) Occupational adjustment capabilities which are needed to succeed in a work environment, and (3) Career development capabilities which are concerned with helping the learner find a satisfying occupational role. The emphasis given to each of these areas will vary with the purposes of the cooperative vocational education program, the occupations being taught, and the characteristics of the students. For example, in regard to specific skills, in some occupations it takes much more time to learn the required technical information or to operate equipment than others. In regard to occupational adjustment capabilities, some groups of students will require more instruction than others on how to get along with co-workers and their supervisors and on how to learn a job. In regard to career development capabilities, the instruction focusing on career development will vary with the ages of the students and their previous experiences in exploring occupations. It is generally agreed that the three vocational capability areas are related and should be integrated rather than organized in blocks of time or units of instruction.

---

[1]University of Minnesota, A Guide For Cooperative Vocational Education Division of Vocational and Technical Education, Minneapolis, Minnesota, 1969, p.46-53.

INSTRUCTION

1. Cooperative vocational education is learner centered, hence instruction whould focus on the appropriate balance of specific vocational skills, occupational adjustment, and career development capabilities needed by the worker in his occupation.

2. In order to enable the student to develop the necessary balance, instruction should be organized to produce competencies which are (1) needed by all workers, (2) needed by workers in an occupational field, (3) needed by workers of a specific occupation only, and (4) needed by a particular worker in his place of employment only. Thus there usually are total class activities, small group activities, and individual activities in the classroom in addition to the specific learnings of the particular job.

3. Three sources of learning: (1) the classroom, (2) the job or in some cases a sheltered workshop, and (3) the vocational youth organization, are essential in achieving the balanced occupational competency patterns needed by all students. The coordinator is responsible for correlating the instruction and learning from these three sources.

4. The methods of instruction in cooperative vocational education should be tailored to the needs of the student. Generally these are based on a close teacher pupil relationship, using vocational methods that persist on the job. Adult techniques such as the conference method, treatment of students, development of multiple competencies and emphasis and practice should be utilized.

Specific Skills. For each occupational field there are specific skills, knowledges and attitudes required to progress in that field. The instruction is directed toward the following kinds of competencies:

1. Manipulating tools or equipment

2. Gathering, processing, communicating or applying technical information

3. Constructing, assembling or combining elements

4. Performing a service

5. Others, drawn from the specific occupation

Occupational Adjustment Capabilities. One of the expected outcomes of cooperative vocational education is the students' ability to adjust to work environments - the plant, office, store or institution. The intent is that by teaching him to interact effectively with fellow workers, supervisors, and the conditions under which he works in the cooperative training station, he will acquire capabilities which will persist as he progresses in his career and takes positions in other work

environments. Occupational adjustment capabilities include the following:

1. Learning how to learn a job
2. Interacting with co-workers, supervisors, and employers
3. Participating in worker groups as a member and leader
4. Developing desirable work habits and attitudes
5. Making rational economic decisions about employment, spending, saving, and participating in a private enterprise economy
6. Preparing for the jobs ahead
7. Managing work and leisure time
8. Keeping abreast with current developments in the occupation
9. Others, drawn from the environments where the occupation is found.

Career Development Capabilities. Another expected outcome of cooperative vocational education is the student's finding satisfying occupational roles in which he can get a sense of achievement and self-realization. The instruction focuses on learning about the occupational field and the lives of workers in the occupation and looking inward at one's own potential needs, abilities, and aspirations as they relate to occupations and careers. The capabilities would include:

1. Assessing and analyzing one's own needs, interests, abilities and aspirations
2. Assessing and analyzing the potential opportunities and satisfactions of an occupational field
3. Predicting one's own chances of being successful and satisfied in the occupational field
4. Making decisions and plans to achieve goals and aspirations.

Providing for All Types of Instruction

In providing instruction for a group of students enrolled in cooperative vocational education, the teacher must take into consideration: (1) the capabilities and competencies needed by all workers, (2) those which are common to an occupational field, such as blueprint reading might be for many trades, (3) those competencies which are common to specific occupations, such as seasoning foods for quantity food preparation fields, and (4) those competencies which are specific to the job

a student is learning to perform at his training station. Obviously, when a class of students is preparing for similar occupations it is possible to provide instruction which is relatively more specific and pertinent for the occupations being studied. When the class members are preparing for diversity of occupations, the instruction is likely to be a very general nature except for what is learned through independent study and what is taught on-the-job. The limitations of time and expertise of the teacher-coordinator in a diversity of occupations makes it difficult to provide learning experiences which develop occupational competencies when a class is composed of students preparing for many unrelated occupations. Then, too, students do not get the same benefits from discussion of job experiences as they do when they are studying related occupations.

Instruction in Capabilities Common To All Occupations. There are some capabilities which are common to all occupations such as employer and co-worker relations, how to learn a job, how to live on one's earnings, organizing one's work, recognizing benefit and capitalizing on work experiences, and participating in employee groups. This learning may be provided through group instruction using discussion, the conference method, panels, speakers, and other methods involving the entire class, irrespective of each student's job or career interest.

Instruction in Occupational Field Capabilities and Competencies. This instruction is drawn from an occupational field and includes those capabilities and competencies needed by all workers in a field such as office occupations, distribution, trades or health occupations. In office education typing and general office procedures is an occupational field competency. Marketing principles are usually taught to all students in distributive education. Health occupations education might include basic human needs as a common area of learning for the entire class. It is essential that students develop the occupational field competencies and capabilities in order that they can advance in the occupational field and adjust to changes in occupations within the field. If classes are organized by occupational fields and the teacher is competent in the field, a large part of the instruction should be in these competencies and capabilities because they prepare students for growth and flexibility.

Instruction in Individual Occupation Competencies and Capabilities. Instruction for an individual occupation is important because the student's interest at the time of enrollment usually is to learn a salable skill and qualify for employment. If he experiences a sense of achievement and self-worth in being able to perform an occuptional skill, he is motivated to learn more about the occupational field. These learning outcomes are relatively tangible and seem practical to the learner when they are applied on the job. An example of this type of instruction might be teaching individuals or a group of service station trainees to change the oil in an automobile or teaching ready-to-wear trainees to dress a manikin for a display. Then, when they are exposed to the tasks on the job, they have some basic skill and a degree of confidence in undertaking the new responsibility. The amount of similarity among the

occupations of the class members will determine how much of the classroom time can be devoted to individual and to group training for specific occupations. Of necessity, some instruction must be provided through independent study materials and individual help from the teacher-coordinator.

Guidance in Learning Specific Job Competencies and Capabilities. The competencies and capabilities which are unique to the job the student has in his training station are learned there; however, the teacher-coordinator facilitates this learning by guiding the student in what to observe and how to learn the unique duties and responsibilities of his job. For example, an employing organization has unique policies and procedures which the trainee must abide by, also each business has its own system and special equipment. The student learns how to analyze a job and how to use resources in the training station to enrich his learning experience. He learns how to learn a job by learning one.

Utilizing Appropriate Sources of Learning

Different kinds of capabilities and competencies are best learned in different types of environments. In cooperative vocational education three sources are essential to achieve the balanced capability pattern needed by all students - the classroom, the job, and the vocational youth organization. (A fourth source, the sheltered workshop, may be necessary for handicapped learners or for other students as a substitute for the real job environment when one is not available.)

The Classroom. The capabilities which are best learned in group instruction and those which the students must develop before they are applied on their jobs are learned in the classroom. Experiments with different methods and practice of skills are often difficult to provide at the training station. Theory and principles are very difficult to learn on the job alone because of the time and ability limitations of on-the-job trainers in organizing this type of instruction. Classroom instruction must be correlated with the job instruction so that the student has the related learning he needs to support his on-the-job training.

The Job. In cooperative vocational education the job is the applications laboratory where the student tests theory and practices the principles learned in the classroom. The job may also be the primary source for learning specific job competencies and for discovering some principles which may be overlooked in the classroom. Attitudes and values are usually developed on the job but are examined and clarified in the classroom.

The Vocational Youth Organization. Some of the most effective learning is achieved when the students assume the major responsibility for planning and conducting their own activities. A vocational youth organization is a means of helping students develop leadership and group membership skills which prepare them for satisfying adult citizen-worker

roles. In a local chapter they learn parliamentary procedure and democratic processes of achieving group goals. There are state and national organizations for each of the occupational areas, and local chapter members gain an occupational identify through these affiliations. The following youth organizations have local, state, and national associations:

FFA - Future Farmers of America

FHA - Future Homemakers of America

VICA - Vocational Industrial Clubs of America

DECA - Distributive Education Clubs of America

OEA - Office Education Association

Chapter projects and activities are student-directed but are aimed at the development of occupational competencies. A project in which the students raise funds to support chapter activities should be organized in such a way that students learn to utilize the resoureces of the group in organizing, conducting and evaluating a business venture. A teacher is justified in using classroom time for the chapter when the activities contribute to vocational capabilities and occupational competence. The essential difference between a regular classroom learning activity and a chapter activity is in the roles of the teacher and the learners. The teacher is an advisor to the chapter and students are responsible for planning and directing their own learning.

The Sheltered Workshop. A school may provide occupational education in a sheltered workshop for students who are not ready for employment in private business and industry as a prelude to cooperative education or when suitable training stations are not available. In a sheltered work setting students may operate a business under supervision of a teacher, learning all of the duties of buying, selling, promoting, and managing a retail operation. Similar workshops, some of which may be operated away from the school, can be provided for child care, repair services, laundry and dry cleaning, food service, and other occupations. These experiences cannot substitute for on-the-job training but can provide effective learning which prepare students for gainful employment.

Coordination of Instruction from the Several Sources

The coordinator (teacher-coordinator) is a director of learning who coordinates the instruction given in the classroom, on the job, and through the vocational youth organization chapter. He tailors the instruction to the needs and the learning styles of each student. When he calls on training sponsors he gets suggestions for classroom instruction the students need to perform their jobs. He informs the training sponsor of skills a student has acquired in school which he is ready to apply on the job. Chapter projects are undertaken after students

have been prepared in the classroom to carry out the activity. Utilizing the sources which are most appropriate in achieving the desired outcomes, the coordinator directs the "program" of instruction for each student.

Selecting Instructional Methods

As a "director of learning," the cooperative vocational education teacher is expected to make use of instructional methods which are appropriate for the students and which contribute to the development of employment qualifications. In addition to occupational experiences and mastery of the technical content, the teacher must be able to stimulate student interest and use a variety of techniques that develop multiple skills. The methods of instruction have an important effect on the total personal development of the student and his ability to learn new skills as he progresses in his career.

Teacher-Student Relationships. The cooperative vocational education teacher-coordinator should help his students make the transition from teacher-directed learning to self-directed learning. Students learn this self-direction through teacher-pupil planning of instruction. They are more committed to achieving the objectives when they have a part in determining the objectives and selecting the methods of learning. As students progress in the program the teacher-coordinator can increase student responsibility for self-direction and planning of instruction. Because of his close relationship with the students, his role is likely to shift from an authority figure to that of an advisor and resource person.

Using Vocational Methods. The cooperative vocational education teacher should use methods of instruction and learning which will persist when students enter full-time employment. Methods of inquiry such as experiment, seeking opinions of experts, searching the trade literature, making observations, conducting surveys and other techniques are tools the student can use as he progresses in his career. Student conducted demonstration, as a method of instruction, develops ability to train and teach other employees which students often must do if they are to advance in their occupations. In developing human relations capabilities, case problems and role-playing improve the student's ability to handle these problems on the job. Decision-making is learned through practice in making decisions. If students learn to interact effectively in class they are likely to be successful and get satisfaction in their interpersonal relations at work.

Choosing Activities that Develop Multiple Capabilities and Competencies. Learning activities and projects should be conducted in such a way that the students develop multiple capabilities and competencies which prepare them for employment. The following capabilities and competencies can be developed and improved by providing learning activities appeal to students learning to be adults.

Choosing Activities that Develop Multiple Capabilities and Competencies. Learning activities and projects should be conducted in such a way that the students develop multiple capabilities and competencies which prepare them for employment. The following capabilities and competencies can be developed and improved by providing learning activities whereby students practice these skills:

1. Communicating (oral and written)
2. Giving and following instructions
3. Organizing and planning work
4. Working in a group or committee
5. Creating goodwill
6. Making decisions
7. Evaluating one's own performance
8. Seeking needed information
9. Computing and working with figures

CRITICAL TASKS RELATED TO TEACHING

"Most Important" Critical Tasks Related To Teaching:[2]

1. Relates classroom instruction to on-the-job situations or experiences.
2. Makes periodic coordination visits to businesses employing students enrolled for the purpose of gathering illustrative material.
3. Uses a variety of teaching techniques in classroom instruction for interest and effectiveness.
4. Recognizes individual differences of students.
5. Plans and develops teaching plans-with assignments, tests, and examinations-tailored to individual and group needs, for cooperative classes sufficiently in advance to maximize teaching effectiveness.
6. Makes clear, definite, purposeful assignments to cooperative students.
7. Strives to help each student understnad the content of lessons taught.

---

[2]Crawford, Lucy C. A Competency Pattern Approach to Curriculum Construction In Distributive Teacher Education, U. S. Office of Education, Grant No. OE-6-85-044., 1967.

8. Provides students a number of participation experiences to develop the competencies needed to enter and advance in their chosen distributive occupations.

9. Has students give sales talks and demonstrations in class and has students suggest methods of improvement.

10. Provides instruction and experience that will measure the students' attitudes, initiative, ability and insight.

11. Selects and procures reference texts and other instructional material for preparing lesson plans and for students' use.

12. Provides instruction to develop a competency in one or more of the job related subject matter functions to persons enrolled in cooperative classes.

13. Participates in the preparation, development, evaluation and revision of course outlines and subject materials for the high school cooperative classes.

14. Sets up, develops and maintains effective resource files.

15. Conscientiously evaluates work done by students.

16. Prepares each student for initial employment and/or advancement as quickly as student's development allows.

17. Up-dates teaching material and information through reading of current trade journals and other periodicals.

18. Brings qualified managers, supervisors and other outside speakers into the classroom for demonstrations, observations and talks on special class topics.

19. Develops in each student safe work habits, pride in his job, pride in himself, and a desire for advancement through additional skills and knowledge.

20. Prepares daily lesson plans including objectives, content, methods and assignment.

"Very Important" Critical Tasks:

1. Stimulates creative thinking through group and individual planning of projects and other activities.

2. Decides upon and arranges for interesting and instructive field trips when this experience will best achieve a particular objective.

3. Keeps adequate records for each individual student as evidence of competencies achieved either through projects completed or through occupational experiences.

4. Guides students in selection of appropriate individual projects related to the fields of major study.

5. Maintains a library of periodicals in his field of education for pupil use.

6. Encourages students to contribute materials, information and teaching aids from their contact with these items in their training stations.

7. Uses Youth Leadership Development Organization contests and activities as a teaching tool in developing competencies and in stimulating interest and developing a competitive attitude.

8. Establishes and maintains in the classroom an atmosphere wherein cooperative planning and working may take place.

9. When necessary, provides individual instruction for students.

10. Follows established school grading and record-keeping systems.

11. Cooperates with other vocational teachers, instructing in programs where both cooperative program and other vocational services are involved.

12. Develops the problem-solving skill through the use of applicable cases.

13. Prepares an individual training plan for each student.

14. Evaluates the effectiveness of students' training and prepares periodic progress reports to be sent to parents of trainees.

15. Adjusts, when possible, outside assignments to the advantage of the student with regard to his schedule and proper use of library and other school services.

16. Helps student locate materials, literature and information needed to successfully complete a project.

17. Encourages role playing in the classroom for practice in applying information learned.

18. Prepares or secures audio and visual materials and devices needed for effective instruction.

19. Provides an opportunity for students to conduct research on market functions and/or products.

20. Enlists the aid of special teachers to help students with individual problems. (Remedial reading, English, School Social Worker)

21. Provides students with suggested list of possible projects related to various career goals in their area of Cooperative Vocational Education.

"Important" Critical Tasks:

1. Assumes responsibility for securing training materials for adult classes.

2. Organizes and conducts pre-employment classes for graduating students.

3. Provides information concerning training films, books, trade journal articles of a specific nature and other training aids to interested employers.

THE TRAINING PLAN

The preparation of a training plan for each student is a valuable guide to the teacher-coordinator in determining what types of instruction the student will receive at the training station and in the classroom. This plan should be jointly developed by the student, training sponsor, and teacher-coordinator. It should provide a summary of the competencies to be developed by the student for success in his chosen occupational field. It should also indicate whether these competencies are to be developed at the training station, in the classroom, or both.

An employer should be fully aware of the objectives and procedures of the Cooperative Vocational Education Program. A training plan must begin to form when the employer agrees to participate in the program. During the training station selection, the coordinator will determine the areas of learning experience available for a student-learner. This will aid the coordinator to select the best student possible for the job.

A sound training plan will contribute greatly to the success of the program. Techniques used in developing a training plan should be adapted to meet specific situations.

Guide for Developing the Training Plan[3]

(1) In preparing a training plan, the teacher-coordinator should:

(2) Explain the purpose of the training plan to the training sponsor and student.

(3) Make an analysis of the student's chosen occupation to determine the competencies needed for successful employment and advancement.

(4) Determine whether the competencies can best be developed through classroom instruction, training station instruction, or coordinated classroom and training station instruction.

(5) Determine a logical sequence in which the competencies should be developed.

(6) Prepare the training plan.

See Appendices

---

[3] State Department of Education, Handbook for Administrators and Coordinators of Cooperative Education, Department of Vocational Education, Charleston, West Virginia, 1971, p. 25.

CHAPTER IV

GUIDANCE

The importance of planning in the efficient accompolishment of Teacher-Coordinator responsibilities in Cooperative Education has been stressed throughout this manual. Planning is equally important in the performance of the Teacher-Coordinator's guidance function, and the guidance plan will assist in making Cooperative Education guidance activities worthwhile.

The guidance plan accompolishes several purposes:

1. It assists the coordinator in interpreting the cooperative program to school staff, students and parents.

2. It helps him to distribute guidance activities throughout the school year.

3. It promotes understanding of, and cooperation with the cooperative program among the school guidance counselor, faculty and principal.

4. It helps to assure guidance counselors that the cooperative personnel is well-equipped to determine which students will profit from an area of cooperative education.

5. It helps to assure that the teacher-coordinator will have the opportunity to counsel with all students.

The guidance plan should be prepared annually, the summer months being the period when time can be most realistically scheduled for such planning. Once a successful guidance plan has been developed, succeeding plans will evolve from adaption of the proven plan to the coming year, at least as far as dates and names of people to be involved.

RECRUIT - SCREEN - SELECT

In schools where the program is to be started, the students, faculty parents, and community must first be introduced to the program and its objectives. This may be done through newspapers, radio, club speeches, survey cards, and visitations. It is very important that the above mentioned thoroughly understand what is to be done, how the program is to be carried out, who should be involved, and how it is to benefit the student and his community.

After the program has been properly introduced, the coordinator must start recruiting students. The students to be selected for this program are those who are potential school drop-outs. These students generally fall into four broad groups: the culturally disadvantaged, those of low income families, students who are on a lower academic level than the grade in which they are sitting, the handicapped.

All of the students previously listed should be given applications for admittance. It would not be possible nor practical to put all of these students into the Cooperative program with its limitations. The program is to be offered to the students who have the greatest needs for such a program and who can most benefit from it.

The applications should be reviewed by the principal, guidance counselor, faculty and coordinator or an appointed selection committee. These individuals should know the student well enough, along with test scores and aptitude test, to discard the students that would not benefit from the program. The almost final list of applicants should be discussed with the previously mentioned group in a joint session so that all may give advice on each of the students discussing the possibilities of the child's future.

The coordinator must than conduct personal interviews with the students themselves. This will give each a chance to feel out the other in determining the possibilities of acceptance. This is probably the most dependable aspect of screening. Personal interviews will generally tell the coordinator more about the student than any of the other methods already mentioned.

Once the coordinator has selected (temporarily) his students, he must take a few more very important steps. The parents of the student must be talked with in regards to how the program will benefit their child. They should always be in contact so as to know how their child is doing and what can be done to help him. If the parents properly understand the program and desire their child being in it, then it will be to the advantage of all involved. If they do not understand the program, the child may not benefit much, if any at all.

The coordinator must then make a community survey. He will look at the possible training stations and talk with the managers or the person in charge. Together the coordinator and employer will discuss the different jobs available. The type training should be carefully discussed between the employer, coordinator, students, and parents before any student is chosen for the program. This is very important because it will not always be possible to place all student applicants on the type training job that meets his interest and needs. The types of training on the job will vary greatly within the different communities.

The coordinator is now ready to select his students. He will select them from the list which has been reduced in number by the faculty and

job offerings available. The number of students will vary with the school and community.

The final list is then looked at in regards to scheduling. The coordinator must see to it that the proper academic classes are selected by the trainee. The policies of the local and state boards of education should be enforced at all tires. The coordinator must be very familiar with these so that he may help the student select the courses required and schedule himself a program which will lead to the successful completion of high school.

Few students, if any, will have a job when school opens. Many will not have jobs for weeks or months. These students are not to be turned out of school early and should not be sitting idly in a study hall the last two hours of school. A complete academic schedule should be set up for these students. It should be set up with the last two hours including subject areas that could be dropped when the student obtains a job. It is easier for him to drop a class after a few weeks, than to try and get into one.

During the first few weeks, the coordinator aids the students in selecting the type job they desire and are best suited for. They must be instructed in the proper manner of speech, dress, promptness, attitudes, and conduct. Much of this will be done in counseling.

CRITERIA FOR SELECTION

Ideally this program should be open to everyone who wants it, needs it, and can profit from it. Because of the limitations, however, we must have a more specific criteria for selection. The efforts of this program being directed towards the potential dropout and those who, without the program, would find employment difficult we must concentrate on those students who fall into the following categories.

I. Physically handicapped students who must have special attention and modification in order to succeed.

II. Emotionally handicapped students who need special attention because of stability problems in order to succeed.

III. Slow learners who are two or more grade levels behind.

IV. Socio-economically deprived students whose families incomes are so low that they must seek a job in order to maintain their needs and stay in school.

The only consideration given to age is that which determines the type of training to be given on-the-job or simulated work conditions.

PLACEMENT[1]

The placement of students in a Cooperative Education program must be handled individually and carefully. The placement can determine whether the student in Cooperative Education will progress toward a permanent commitment to a career, and it can also determine whether the cooperative training agency will find the Cooperative Education programed meaningful and continue to support it.

You should not attempt to place a student for work experience until you have determined that the student meets the standards for employability, that the student and prospective employer understand the educational aspect of coperative employment and wish to cooperate in the learning process and that the student has determined a career objective.

SCHEDULING COOPERATIVE EDUCATION STUDENTS

The schedule for students in Cooperative Education programs in the high school will usually be made up of four classroom instruction periods, one classroom instruction period in an area of vocational education and three periods in academic related subjects. Thus, four periods a day are spent in the classroom and two periods are devoted to occupational work experience.

There is no exact minimum or maximum number of hours that a student should work. However, an average of 15-25 hours would be an ideal amount of time to receive training under the direction of a training sponsor and the coordinator. In the ideal school-work schedule, the student attends classes for four periods, has time for lunch and reports to work for approximately three hours in the afternoon. Saturday work will depend on the type of business in which the student receives work experience, but in most cases, he will be expected to work on Saturday. Sometimes the student's schedule may be arranged so that the student works in the morning hours and reports to school in the afternoon.

FOLLOW-UP

The purpose of a follow-up is to determine the usefulness of a cooperative education program not only to a graduate of that program, but also to his community and society as well. Two main ideas of a follow-up program should be the value of the cooperative program in relation to the work in which the graduate is presently employed and improvement of the present and future cooperative programs in order to

---

[1]University of Georgia, CVAE Coordinator's Handbook. Division of Vocational Education. Athens, Georgia, 1971, p. 23.

make them more meaningful to the individuals enrolled in the program. The follow-up study when utilized properly will serve as a vehicle for exposing the value of the cooperative program in relationship to the total school.

One of the most commonly used devices in conducting follow-up studies is the mailed questionnaire. If a former student does not reply to the questionnaire, a follow-up by telephone should be made. Information gained in personal contact or information from friends and relatives of former student may be used in follow-up studies.

A concise questionnaire printed on a double-sided post card is given below. This questionnaire could be financed by the local school board if possible, or by funds set aside for operating expenses.

Dear Cooperative Graduate,

The Cooperative Education Department is conducting a graduate survey in order to find out how our former trainees are occupied since graduation from high school. Information obtained should enable us to improve our instructional, job placement, coordination, and counseling services. We would appreciate any suggestions you may care to offer.

Please fill out the attached card and mail promptly. Remember your help is needed to help others.

Thank you very much. Best wishes for success in your work.

_____

Cooperative Coordinator

Name _____
(last) (first) (middle or maiden)

Home address _____

Telephone _____ Married? yes _____ no _____

Have you attended college? _____ Trade school? _____

Nursing school? _____ Business school? _____ Other type _____

Number months attended _____ Course completed _____

_____ Dropped out _____ Still attending _____

Name of school or college (checked above _____

Are you in the Armed Forces? yes _____ no _____

Employed? yes ___ no ___ Full time ___ Part time ___ Co-op _____

Occupational title _____

Name of firm or employer _____

CHAPTER V

COORDINATION ACTIVITIES

MEANING AND PURPOSE

Coordination involves the building of a harmonious relationship between job instruction and classroom instruction, in order to give students the best preparation possible for their chosen occupations.

It is this function of the teacher-coordinator which is most often misjudged by school personnel, because it often must be accomplished in the business community. The absence of the teacher-coordinator from the school during school hours is sometimes misinterpreted by others. It is important to understand the purpose of coordination and plan for these activities as carefully as for any other phase of the teacher-coordinator position. If planned carefully, coordinating activities will be purposeful and the weekly evaluation will show evidence of accomplishments.

The responsibilities of this phase of the job are to:

1. Select appropriate training stations.
2. Prepare a training plan for each student.
3. Coordinate classroom activities with on-the-job work experience.
4. Evaluate students' progress on-the-job with the employer.
5. Make on-the-job coordination and home visits.
6. Provide for on-the-job participation experience for students.
7. Give needed information and training to "downtown teachers," the training sponsors of the students.

COMMUNITY SURVEY

An important factor that will determine the success of a cooperative program is whether or not the community can support such a program. The locating and choosing of cooperative agencies to serve as training stations and employers for the cooperative education students is an initial step in developing the program. The most complete source of information concerning agencies is that community survey file. The teacher-coordinator should make attempts to begin such a survey, if

it has not already been done. Information should be carefully recorded on an appropriate card.

A community survey would reveal the following items:

1. What industry is in the area.
2. Number of people employed.
3. Employers attitude toward training.
4. Turnover rate.
5. Future of industrial growth by various industries.

Occupation information may be obtained from these sources.

1. Personal contact.
2. Chamber of Commerce.
3. Labor organizations.
4. Employment services.
5. Yellow Pages of telephone directory.

Some methods of contacting propective employers are:

1. Arranging for a personal interview.
2. Telephone
3. Publicity (press, radio, T.V.)
4. Written materials.
5. Visits to civic clubs

Sample forms are found in appendices.

SELECTION OF TRAINING STATIONS

A training center is a business establishment that can and is willing to cooperate with the school in providing a wide variety of learning experiences. Associated with a specific occupation for a student learner in an occupation education training program. A training station provides the student learner with experiences in an area of the training center's business.

The selection of a training center is the most important part in the

operation of a successful occupational education training program. Steps leading to the selection and establishment of these centers areas follows from the survey form and with the assistance of the advisory Committee apply the following criteria in selecting training centers.

1. Must provide an opportunity for experience in an approved occupation.

2. Offer opportunities for advancement and in developing the students' ability.

3. Provide for continuous learning.

4. Provide wide variety of experiences.

5. Adequate supervision.

6. Satisfactory working conditions.

7. Have a good respected reputation.

FACTORS TO BE CONSIDERED

1. To comply with labor laws.

2. Salary.

3. Distance from home or school.

4. Number of hours.

5. Character of employer.

6. Ability to work with coordinator.

7. Ability to specific job skills.

8. Potential advancement for students.

9. Ability to understand the goals of training program.

10. Stability of the business.

11. Potential skills available.

12. Ability to evaluate student progress.

13. Seasonal or non-seasonal operation.

14. Union or non-union.

15. Equal opportunity.

COORDINATION

1. Frequency of Coordination: The coordinator should make one contact per week, as an average, with training sponsors who supervise the student's daily performance on-the-job to check on the students' progress and to determine his training needs.

2. Purposeful Coordination: Coordination contacts should always be purposeful. Such objectives as determining training needed by students, informing employers regarding program purposes, securing instructional materials, showing sponsors the results of student work, arranging rotation to other training activities, learning of the employers' opinion regarding proper job grade for students--plus other objectives--should always be evident to the coordinator and employer.

3. Planning Training: The coordinator should work with employers and training sponsors to the end that the student follows a planned training program. There should be evidence that job analysis, student progress charts, daily coordination records, and other media for accomplishing sound training are being effectively used.

4. Levels of Coordination: The coordinator should recognize the importance of working closely with the student's immediate superior in order to learn of the daily needs of the trainee and of his performance. At the same time, the coordinator should not lose sight of the need for occasional contacts with top management since it is necessary to establish and maintain policies which call for student rotation, pay increases, and similar matters which can only be determined by top management.

5. Use of Information: The coordinator should incorporate into the school training such activities and information as may be needed to improve and correct practices which are discovered through coordination contacts.

6. Work With Parents: The coordinator should contact the parents of the students in order to secure a better understanding of the background and needs of the student learner.

7. Development of new training Stations: The coordinator should follow a definite plan for educating managers of business (not cooperating with the program) as to the objectives and benefits of the particular program.

8. Follow-Up: The coordinator should make follow-up studies of students who have graduated from the program in order to see how the program is serving graduates and in order to improve the efficiency of training offered in the program.

Following is an outline of those activities of the coordinator specifically devoted to afternoon coordination activities:

1. Scheduling Student's Work Program
   a. Allow travel time to the training agency
   b. Arrange schedule so all required courses may be completed
   c. Arrange schedule so that the required number of work hours may be completed

2. Developing a Training Plan for Each Student
   a. Make a cooperative effort including the student, employer, and coordinator
   b. Develop related instruction that will aid the student in his specific occupational area

3. Visiting the Training Agency
   a. Introduce program to employers
   b. Place students on job
   c. Explain training responsibilities to employers
   d. Complete training plans
   e. Secure instructional material
   f. Relate job training with school
   g. Provide and follow up on plans for rotation
   h. Learn actual employment conditions
   i. Develop new training stations
   j. Determine student progress
   k. Commend training sponsors
   l. Prevent mid-term layoffs by making advance plans with employers
   m. Seek wage adjustments
   n. Follow up on students absent from school
   o. Secure appointment of training sponsors
   p. Loan films, other training aids to interested employers
   q. Observe student at work
   r. Prevent student working too long hours
   s. Insure daily training for student
   t. Check speed of student's learning
   u. See whether student is accurate
   v. Find out quality of student's work
   w. Get information regarding attitude of student
   x. Detect student's willingness to do stock work and other non-selling duties
   y. Determine part of job in which trainee needs most improvement
   z. Seek advice on home situations of students.

   aa. Give sponsor deserved credit for training given students
   bb. Get information for lesson sheets concerning specific job
   cc. Show the employer work done by student in school
   dd. Ask employer's opinion of work done by student in school
   ee. Learn names of other employees who work with students
   ff. Determine membership of advisory committee
   gg. Keep informed concerning wages, hours, working conditions

hh. Secure speakers for special class topics
ii. Work out plans and agendas with chairman of advisory committee
jj. Secure facts needed for counseling interviews with students
kk. Learn of opportunities for full-time employment after graduation
ll. Get information about trade terminology in various occupations
mm. Secure evaluation of effectiveness of training given DE students
nn. Show individual manuals being used in class to train his employee
oo. Show books of a specific nature which will be of interest to an employer
pp. Show training films which might be of interest to an employer
qq. Show trade journal articles which contain ideas of interest to management
rr. Show training materials secured from producers, manufacturers and wholesalers
ss. Show examples of student test papers and examinations
tt. Show his trainee's notebook which contains all assignments prepared for the individualized study period.

The specific reason for making a visit to a training station will vary, depending on the student learner, the type of training station, the time of school year, and the types of instruction being carried out in the classroom and on the job at the same time. Visits should be made at least once a month, although variations will be necessary. At the beginning of the student-learner's experience on the job, he may need to be visited briefly each week. Certain student-learners will need close attention because of this need for assistance in making certain adjustments. Others will need to be visited only once every three or four weeks. A few do's and dont's of coordination are listed.

Do observe the trainee on-the-job.
Do consult with the job sponsor frequently about the progress of the trainee and suggestions to implement the training plan.
Do consult with top managements occasionally regarding the cooperative program.
Do be alert for specific instructional materials to have the trainee bring into the classroom.
Do involve the job sponsor in evaluation of the student's project.
Don't usually correct the trainee at the time of visitation with out consulting with the sponsor.
Don't use extended block of job sponsor's time without a prior appointment.
Don't just drop by for a chat with a job sponsor. Have a reason for asking to see him.
Don't expect many of the sponsors to be able to teach on-the-job or evaluate the trainee's work without some suggestions and guidance from you.[1]

---

[1]Haines and Mason, Cooperative Occupational Education and Work Experience in the Curriculum, 1965. The Interstate Printers and Publishers, Inc., Pg. 183.

COORDINATION VISITS

ITEMS FOR CONSIDERATION

HOW? WHEN? WHERE? WHO? WHAT? AND WHY?

1. Time of year - How many?

2. How many before student starts to work?

3. How often after he starts to work?

4. Should you have a regular schedule?

5. Should you call for an appointment?

6. What time of the day?

7. Should you ever go at night?

8. Should you ever go on Saturday?

9. How long should you take?

10. Who should you see?

11. When should you observe the student?

12. Where should you talk with sponsor?

13. Should you talk with both sponsor and manager?

14. Should student "sit-in" on coordination visit?

15. Should you keep a record of visit? Notes?

16. Do you ask for an evaluation each time?

17. Should you make "friendly" visits?

18. Should you have "planned" questions to ask?

19. Should you make coordination visits during Christmas?

20. How much should the student be told about each visit?

USE OF RECORDS IN COORDINATION

1. Daily Coordination Itinerary: For the purpose of keeping the principal or superintendent informed and in order that telephone calls from store managers might be completed, the coordinator should make a practice of filing with the proper administrator in itinerary of proposed coordination contracts.

2. Daily Coordination Record: The coordinator should maintain a record of results of daily coordination contacts in order to: (1) plan future contacts, (2) help keep all coordination objective, (3) keep administration informed as to the purposes and accomplishments of coordination work.

3. Training Plans: Training plans, signed by student, parent, employer, and coordinator, should be completed in order to: (1) protect the school and employer with a statement signed by parents indicating a

knowledge that the student is working in a position acceptable to them, (2) indicate that the sponsor has had a thorough explanation of the program and understands his responsibilities, (3) justify the training to be given as worthy of school credity, and (4) insure well-planned, objective training which results in obvious improvement in employee efficiency.

4. Permanent records: The coordinator should have a permanent record on each student, recording grades, job performance and other pertinent data, in order to provide a sound basis for answering letters of inquiry and reference and to provide records for coordinators who might at some future date be responsible for the program.

5. Individual Progress Record: The coordinator should have a progress record on each student, indicating the beginning jobs on which training is required and projecting future training which will be given each student during ensuring months ahead. Such a system is a necessary to keep employer, student, and coordinator aware of achievement and progress to be made. The coordinator and employer should work cooperatively in the development of this record, and it should always be six weeks to two months "ahead" of the student's present training needs. (Sample shown in appendicies.)

6. Planning Calendar: The coordinator should follow a calendar of activities planned at the beginning of the year including amount of time scheduled for various topics of instruction, scheduling of special class activities, and other items making for a balanced program of instruction.

CHAPTER VI

PUBLIC RELATIONS

Public relations can be approached from many directions, some of which are, talks to faculty and community groups, newspaper, radio, and television publicity, advisory committees to cooperative program, club activities of the program, personal communications and field trips.

Talks to faculty and civic groups will serve to introduce the cooperative vocational program and to keep the public informed concerning subsequent activities.

TALKS TO GROUPS

TALK TO FACULTY - An outline of a talk to faculty members could.

A. Explain cooperative program as an addition to the curriculum.

   (1) Point out that the program is structured to meet the needs of those students who will probably not attend college or even finish high school unless some special effort is made to motivate them.

   (2) Present brief statements about the dropout rate in Georgia to show the magnitude of the problem.

   (3) Give capsule view of the cooperative program's relationship to existing vocational programs, explaining its across-the-board aspect.

B. Outline objectives of the cooperative vocational program.

   (1) Structure environment for success.

   (2) Develop positive attitude toward work.

   (3) Do job exploration.

   (4) Learn by doing (occupation).

   (5) Use cooperative systems, school and on-the-job training.

   (6) Get school, businesses, and industry to help motivate.

   (7) Participate in club work for social growth.

C. Explain duties and responsibilities of the cooperative coordinator.

(1) Coordinating at school.

(2) Coordinating in the community.

(3) Coordinating through cooperative program's club work.

D. Emphasize importance of related instruction in general academic subjects. Ask cooperation:

(1) In helping to achieve objectives of cooperative program.

(2) In conducting special classes for some groups, if requested.

(3) To reconstruct the academic courses to fit the student's training needs.

E. Offer observation that some educators are wondering whether students are failing schools or Schools are failing the students.

(1) Show number of graduating high school students not attending college - point out that it suggests a new approach to preparation required of schools.

(2) Show number of dropouts from time of first grade forward which suggests that the educational program is warped in favor of college bound students and that needs of a large segment of population is being neglected.

(3) Is a new era in education on the horizon - different curriculum structure - different emphasis - different involvement?

F. Offer to cooperate with other members of the faculty in every way and seek their support for the program.

G. Question and answer period.

TALK TO A CIVIC CLUB - In speaking to a civic group, the outline of a talk might include.

A. Origin of the vocational education education program.

(1) Describe vocational programs in high school and their areas of activity.

(2) Comment on change of emphasis from "programs" to "people" and reasons for change.

(3) Indicate new importance suggested for vocational aspects of education in view of changing needs of students as reflected in dropout rate.

B. Introduction of pilot program in cooperative education involving across-the-board vocational programs.

(1) Objectives.

(2) Implementation of program through teacher-coordinator working with school and community.

(3) Advisory committee of citizens.

(4) Cooperation of businessmen in on-the-job training

(5) How cooperative education-training is obtained

(a) Part time in school
(b) Part time on-the-job training

C. Advantages of the program for the students.

(1) School environment structured for success to counter act the never-ending spiral of failure to which discouraged students have been subjected.

(2) Actual work experience through on-the-job training correlated with job study at school.

(3) Motivation to complete high school courses required for graduation and better job opportunities afterward.

(4) Learn how to be a good employee: good work habits, thrift, responsibility, punctuality, etc.

(5) Paycheck to assist student while he is finishing school.

D. Advantages of the program for the employers.

(1) Organized assistance in the training of workers.

(2) Better trained workers in community.

(3) Benefits through a simplified induction of young workers into jobs.

E. Advantages of the program for the school and community.

(1) Enables the school at a minimum of expense to extend curriculum offerings for occupational education in the community.

(2) Improves school attendance.

(3) Provides a place of responsibility for youth in the economic and civic life of the community.

(4) Increases productivity of society through cooperative effort of business-industry and school.

F. Types of jobs.

(1) Distributive Education - Salesmen, managers, retail outlets, etc.

(2) Diversified Cooperative Training - Welders, carpenters, machinists, Mechanics, electrical repair, TV and radio repair, textiles, etc.

(3) Vocational Office Training - typists, secretaries, bookkeepers, etc.

(4) Home Economics - child care, food service, hospital assistant, etc.

(5) Agriculture - horticulture, chicken industry, agri-business, etc.

G. Conclusion.

(1) Emphasize the training of youth for their personal, social, and civic responsibilities.

(2) In closing repeat the advantages to program offers employers because of trained workers who are also high school graduates.

(3) Point out the social costs that could be involved if we do not tackle and solve the problem of dropouts.

II. Solicit their cooperation in the undertaking -- cooperative vocational program.

I. Question and answer period.

PUBLICITY

NEWSPAPER PUBLICITY - A very effective means of placing the cooperative vocational program before the public is through columns of the local newspaper. News releases should be simply stated, using newspaper English. Following the introductory articles on the cooperative program, which explain the purposes of the program and ask for assistance of the community in carrying it out, the coordinator's calendar should be reviewed continually during the year in order to furnish timely news items and articles to the newspaper. These should be sent to the paper in ample time before desired date of publication. In small communities it

is almost a "must" that the coordinator provide the editor of the newspaper with the news article in its final form. Also, in large communities it is not out of order to write the news article and send it (or take it) to the newspaper in which you would like it published. If you are lucky enough to have a reporter who is interested in doing articles on your organization for his newspaper, treat him with "kid gloves" respect his decisions concerning when and if the story appears and keep confidential any plans for a story that he happens to have. Dig up background information before he appears on the scene in order to save his valuable time and in appreciation of the publicity he is giving your group.

In preparing news releses:

(1) Type double-spaced on 8-1/2" x 11" paper with wide margins.

(2) Write your name, school or organization, phone number, other identifying information, and the date at the top of the paper, in pen or pencil, encircling such information thus showing that it is not to be printed.

(3) Show date of release -- e.g., "News release to The Lumpkin News for publication on August 1, 1969".

(4) Large newspapers write their own headlines, small weekly newspapers will print the headline furnished with the article in most cases.

(5) If the news release is more than one page in length, write more at the bottom - at the end, put "end" or ### denoting the end of the article.

(6) Use short sentences; paragraph, punctuate, and spell correctly. Avoid abbreviations, slang, adjectives, and wordiness.

(7) Keep in mind the release date in writing story, using (today) and "yesterday" properly.

(8) Deliver news release by hand, if possible. Take time to be friendly with the editor and offer to help proofread article when he is ready -- to assist him and to insure accuracy.

(9) If there is more than one newspaper in town, send your news releases to all pertinent to your situation.

In sending photographs to the newspaper:

(1) Newspapers perfer glossy photos, 8" x 10" in size. However, any good sharp picture is usually acceptable for publication.

(2) Captions for pictures should be typed on a sheet of paper which can be attached to the bottom of the photograph, on the back side, with scotch tape. Do not write on back of photo or attach the caption with paper clips, to avoid damaging the photo for reproduction. Do not paste caption on back of photo as this makes it awkward for editors to use.

(3) Be sure that names (and addresses, if applicable) of all individuals in the picture are included in the caption in the proper left to right position.

(4) Action shots are best -- action should focus around one center of interest.

(5) Speed is important in getting a picture to the newspaper. Pictures of an event on Monday is not news on Friday, in some instances, particularly with a daily paper. In weekly newspaper, time is not as important, but, news and pictures should be as timely as possible.

(6) Take advantage of every opportunity that will favorably publicize your cooperative vocational program. Promote the placing of news and pictures in the newspaper rather than waiting for the newspaper to come to you.

RADIO PUBLICITY -- Become acquainted with the radio station staff in your community. A friendly station manager and program director can assist you immeasurably in telling the story of the cooperative education program. If you rate having an individual program for your students, the station will provide a specialist to help with the presentation.

TELEVISION PUBLICITY -- If there is a TV station in your community, the same approach applies as for radio publicity. In both cases, radio and TV, it is suggested that your vocational supervisor be consulted and details of the script cleared with him to avoid possible errors in information to be publicized.

OTHER DIRECT METHODS OF COMMUNICATION

ADVISORY COMMITTEES -- The advisory committee consisting of leading businessmen and civic leaders of the community, will be instrumental in giving potent "grapevine publicity" to the cooperative education program. If they are vitally interested, their influence will rapidly spread throughout the community giving an invaluable boost to the program's effectiveness. Handling this phase of the program with extreme care can bear a fruitful harvest from the standpoint of good public relations.

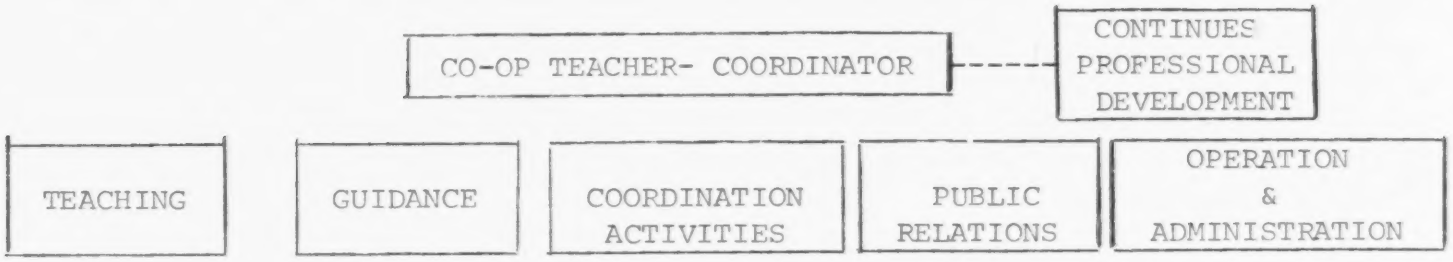
PERSONAL COMMUNICATIONS -- The manner and performance of the cooperative students who work at on-the-job training stations will have the most far-reaching effect as far as public relations for the program is concerned.

The coordinator's attitude, tact and salesmanship in making calls on supervisors and in coordinating through home visits will also be most important considerations.

FIELD TRIPS -- When a cooperative group goes on a job exploration expedition away from school, the conduct of the group as a whole will give the program its public image. All cooperative students in the school will be judged by the conduct of the representative students. It is essential that they be thoroughly aware of their responsibility and that the coorinator exercise extreme care not to create an adverse public image for the cooperative program through some ill-advised or unnecessary field trip.

APPENDICES

FUNCTIONS OF A CO-OP TEACHER-COORDINATOR



Prepares and revises materials Teaches co-op high school students Evaluates the results of his teaching Maintains teaching content resource files Prepares a training plan for each student Provides for classroom participation experiences for students Plans yearly, monthly, and weekly teaching calendars as well as daily lesson plans for classroom activities	Develops overall guidance plan for his school Explains co-op program to students, parents and school officials Screens student for co-op program Selects students for co-op program Places high school co-op students in appropriate training agencies Councils with co-op students Acts as a training consultant Follows up on student progress Works with school guidance counselor	Makes community survey Selects or approves training stations Coordinates classroom activities with on-the-job work experience Evaluates student progress on the-job-with employer Makes on-the-job coordination and home visits Provides for on-the-job participation experience for students Gives needed information and training to "Downtown Teachers," the job sponsors of the students	Explains co-op to business civic, and school groups Participates in local community functions Plans and prepares publicity Takes part in extra-curricular activities and other school duties Keeps in direct contact with school principal, superintendent, parents and business community Arranges and directs special events related to the co-op program	Plans a well-rounded program of work Arranges for adequate classroom facilities Secures and trains adult instructors Plans a budget for adult classes Supervises co-op adult classes Organizes and supervises co-op youth leadership program Sets up and works with advisory committees Supervises coordinators-in-training from colleges Sets up budgets and plans for expansion Prepares necessary reports Conducts practical research

SAMPLES

STUDENT ID

STUDENT IDENTIFICATION
Not valid unless photo
is fastened here.

This is to certify that

_____
is a co-op student at

_____

_____Age_____Grade

_____
Signature of Teacher

_____
Work Time

CARD OF INTRODUCTION

Date_____

To:_____
(Business Firm)

This is to introduce_____
(Student's Name)

a_____ Student
(Name of Program)

at_____High School.
(School Name)

He/She is applying for a job with your firm.

_____
Signature

SAMPLE

COMMUNITY SURVEY
FORM

Training Station_____

Location_____

Manager_____Date_____

Rate the following:

I. Training Station

1. Working conditions:_____

_____.

2. Atmosphere:_____

_____.

3. Pay rate (per hour):_____

_____.

4. Respectability in community:_____

_____.

5. Hours of work:_____

_____.

6. Attitude and appearance of employee:_____

_____.

7. Accessibility to school:_____

_____.

General Comments:_____

_____.

II. General Aspects

1. Location in community:_____

_____.

2. Special requirements for hiring:_____

_____.

3. Special training offered by business:_____

_____.

4. Hours firm is open:_____

_____.

5. Special training needed:_____

_____.

6. Preference for male or female:_____

_____.

_____.

7. Preference for college or high school student:_____

_____

Your evaluation of training station; include strengths and weaknesses:

_____

_____

_____.

III. Would you place a DE student trainee in this station? Give reasons.

_____

_____

_____

_____

_____

_____.

SAMPLE

COMMUNITY SURVEY
FORM

_____
(Name of Business)

_____
(Address) (Phone)

_____
(Person Interviewed) (Title)

1. Do you have difficully in obtaining trained personnel?

   Yes_____ No_____

2. Do you have openings for trained: (Indicate Number)

   Part-time employees? Yes_____ No_____
   Full-time employees? Yes_____ No_____

3. Will you employ trained vocational-technical institute graduates?

   A. Yes_____Possible_____No_____(list actual comments on reverse side with any special employment factors).

   B. Number of Students:

      Male_____ Female_____

   C. Types of jobs available

      1._____ 2._____
      3._____ 4._____
      5._____ 6._____

4. Will you have future need for a trained career minded person in your Business? Yes_____ No_____

   If yes check numbers and state when:

	Part-time	Full-time	Male	Female
Office Positions	_____	_____	____	_____
Sales Positions	_____	_____	____	_____
Technicians	_____	_____	____	_____
Repairman	_____	_____	____	_____
Craftsmen	_____	_____	____	_____

Mountaineer High School

Cooperative Vocational Education Program

STUDENT INTEREST QUESTIONNAIRE

Personal

Name_____ Date_____

Date of Birth_____ Female_____ Male_____

Home Room Teacher_____ Home Room No._____

Counselor's Name_____

Plan To:

Attend College Yes____ No____ Attend Junior College Yes___ No___

Tenative Major_____

Attend Private School Yes____ No____

Title of Program_____

Seek Employment Yes____ No____

Type of Work_____

I am _____(interested in) ____(would like more information about):

____Distributive ____Office

____Health ____Technical

____Home Economics (Wage Earning) ____Vocational Agriculture

____Industrial

Employment Experience

Presently Employed Yes____ No____

Name of Employer_____

Number of Hours Per Week_____

Length of Time Employed_____

Primary Duties_____

_____

_____

_____

Previously Employed Yes____ No____

Name of Employer_____

Primary Duties_____

_____

_____

_____

SAMPLE

APPLICATION
EDUCATION PROGRAM
COOPERATIVE

Date_____

Name_____ Present Grade & Homeroom_____

Age___Date of Birth_____Homeroom Teacher's Name_____

Height____Weight____Condition of Health_____Absences last year_____

Reason(s) for absences_____

Church Preference_____Average Grade last year__Units to Date___

Do you plan to attend college? _____Special Skills_____

What activities do you take part in?_____

Have you definitely decided upon an occupation?___If so, what?_____

Job preference for Cooperative Education: 1st_____

2nd_____Are you working now?_____

Where?_____What do you do?_____

Have you ever been arrested?_____If so, reason?_____

WORK EXPERIENCE

Dates From	To	Employer	Job Title and Supervisor's Name	Salary
		Name		
		Address		
		Name		
		Address		

Occupation of Father or Guardian_____Firm_____

Occupation of Mother or Guardian_____Firm_____

Signature of Parent or Guardian_____Student_____

HIGH SCHOOL COOPERATIVE EDUCATION COURSE

APPLICATION FORM

PLEASE PRINT

Name_____AGE_____ADDRESS_____

PHONE_____BOY____GIRL_____DATE OF BIRTH_____

HEIGHT_____WEIGHT_____HOMEROOM TEACHER_____

FATHER'S NAME_____OCCUPATION_____FIRM_____

MOTHER'S NAME_____OCCUPATION_____FIRM_____

CONDITION OF HEALTH____ TOTAL SCHOOL CREDITS AT END OF THIS YEAR ___

TYPE JOB YOU'D LIKE (1st CHOICE_____BUSINESS PREFERRED_____

TYPE JOB YOU'D LIKE (2nd CHOICE_____BUSINESS PREFERRED_____

ARE YOU WORKING NOW?_____,IF SO WHERE_____DOING WHAT_____

LIST OTHER WORK EXPERIENCES_____

_____

DO YOU INTEND TO GO TO COLLEGE?_____IF SO, WHAT COLLEGE_____

REASON FOR WANTING TO TAKE COOPERATIVE EDUCATI ON _____

_____

DAYS ABSENT THIS YEAR_____IS YOUR SCHOOL RECORD, EXCELLENT__GOOD____

AVERAGE_____POOR_____

DO YOU HAVE A HOBBY_____IF SO, WHAT IS IT?_____

WHAT ARE YOUR PLANS AFTER HIGH SCHOOL?_____

CHECK BELOW ANY SPECIAL SKILLS, TALENT OR INTERESTS WHICH YOU HAVE:

ART, DRAWING_____	MODELING_____	SINGING_____	DRAMATICS_____
GIFT WRAPPING_____	LETTERING_____	TYPING_____	SPORTS_____
MUSICAL_____	PUBLIC SPEAKING_____	SELLING_____	OTHERS_____

APPLICATION FORM (CONT)

BELOW, FILL INFORMATION BASED ON _____ SCHOOL YEAR:

SUBJECT	TEACHER	SEMESTER GRADES

CLUB MEMBERSHIPS HELD _____

OFFICES YOU'VE HELD IN CLUBS IN SCHOOL, CHURCH ETC. _____

_____

IN WHAT ACTIVITIES DO YOU INTEND TO PARTICIPATE THIS YEAR OTHER THAN THE YOUTH LEADERSHIP CLUB.

_____

ADD ANY ADDITIONAL INFORMATION ABOUT YOURSELF THAT YOU THINK WILL HELP ME TO KNOW YOU BETTER AND THUS HELP PLACE YOU IN A GOOD JOB: _____

- - - -

SAMPLE

PLACEMENT AGREEMENT
FOR THE TRAINING CENTER EXPERIENCE OF A STUDENT IN
COOPERATIVE EDUCATION

To provide a basis of understanding and to promote business relationships this placement agreement is established on _____, 19__. The student will begin work on _____, 19__ and will end on or about _____, 19__ unless the arrangement becomes unsatisfactory to either party.

Person (employer) responsibility for training_____
The usual working hours will be as follows:_____
Provisions for overtime:_____
Insurance coverage: Yes_____No_____
If yes state type_____
Wages will be at the following rate(s)_____
Pay periods will be_____

I. Teacher's Responsibility

The teacher, as a representative of the school, agrees to:

_____Visit the student on-the-job for the purpose of correlating instruction between the classroom and training center.

_____Be considerate at the time of these visits, especially when those concerned are pressed for time in carrying out job responsibilities. During supervisory visits, make keen observations of the student as to progress, attitudes, and general appearance.

II. Employer's Responsibility

The employer agrees to:

_____Provide the student with opportunities to learn to do well as many jobs as possible, with particular reference to those contained in the training memorandum.

_____Instruct the student in the ways of work performance which he has found desirable.

_____Assist the teacher in appraising the student's performance.

_____Avoid subjecting the student to unnecessary hazards.

_____Notify the parent and the school immediately in case of accident, sickness and other serious problems.

_____Assign new responsibilities w the student has progressed to the point that he can handle them.

_____Cooperate with the teacher in arranging a conference with the student on supervisory visits when necessary.

_____Maintain proper insurance coverage.

_____Report to the teacher any problem in which he feels the student needs additional help.

III. Student's Responsibilities

The student agrees to:

_____Perform an honest day's work for the employer.

_____Keep the employer's interest in mind, at all times, be punctual, dependable, and loyal.

_____Avoid unsafe acts and be alert to unsafe conditions at all times.

_____Be courteous and considerate of the employer, his associates, his family and other employees.

_____Keep records of work experience and make such reports as the employer and/or school may require.

_____Practice personal grooming, dress, and conduct as required by the school and employer.

_____Strive towards constant improvement.

_____Attend school when in session before going to the training center.

Iv. The Parent's Responsibilities

The Parent agrees to:

_____Cooperate with the employer and the teacher.

_____Provide satisfactory living conditions for the student.

_____Assume the responsibility for the conduct of the student at all times.

_____Arrange student transportation to and from the training center.

We the undersigned agree to the conditions set forth in this training agreement.

Student_____ Employer_____

Address_____ Address_____

Social Security No._____ Telephone No._____

Parent_____ Teacher_____

Address_____ Address_____

Telephone No._____ Telephone No._____

TRAINING PLAN

Date _____

Student-Trainee _____ School _____

Training Station _____ SIC No: _____ Sponsor _____

Job Title _____

Job Breakdown	Date Completed	Rating	Comments By		
			Sponsor	Student	Coordinator

TRAINING PLAN

TYPE OF TRAINEE _____ AGE _____ SCHOOL _____

NAME AND TYPE OF BUSINESS _____ JOB TITLE _____

TRAINING SPONSOR _____

OCCUPATIONAL OBJECTIVE _____

TRAINING PERIODS _____ THUR _____

AREAS OF JOB ACTIVITIES	JOB PROGRESS	JOB-RELATED INDIVIDUAL AND GROUP CLASSROOM INSTRUCTION	CLASSROOM PROGRESS

80-03

TRAINING PLAN FOR NURSES' AIDE

Description Of Work To Be Performed (What the student must do)	Direct Related Knowledge (What the student must know to perform the task)	Academic Related Knowledge (Knowledge relevant to the task to form judgment and problem solving)
I. General duties (in office) A. Take notes efficiently B. Answer the telephone politely C. Keep office neat D. Neat appearance E. Be able to file F. Use adding machine II. General duties (in the hospital) A. Make up bed for patients B. Give patient back rubs if required C. Take temperature and blood pressure	I. A. How to take notes B. How to keep office neat C. How to file D. Knowledge of using adding machine II. A. Methods of making up hospital beds B. Ability to give back rubs (knowledge of different lotions) C. Ability to take temperature and blood pressure D. Be aquainted with ways on how to get patients ready for minor and major surgery	English 1. Speech 2. Courtesy 3. Spelling 4. Telephone manners Math 1. General math skills 2. Use of adding machine Biology 1. Anatomy 2. Study of diseases 3. Study of hygiene Science 1. Temperatures

TRAINING PLAN FOR WORKER-BUILDING SUPPLIES OUTLET

Objective:

To acquire the overall knowledge that a general employee must have.

Description of the work to be performed (what the student must do)	Direct Related Knowledge (what the student must know to perform the task)	Academic Related Knowledge (Knowledge relevant to the task)
I. Meeting the public	I. A. Knowledge of manners B. Knowledge of sales technique	English 1. Good speech, dictation 2. Reading 3. Spelling 4. Grooming manners 5. Invoicing
II. Inventory and cleaning	II. Knowledge of: A. Linear feet B. Square feet C. Board feet D. Cubic units - volume	Math 1. Areas 2. Linear 3. Volumes 4. Fractions 5. Rates and discounts 6. Angles
III. Storage and stocking of supplies and materials	III. Types of materials to use on various jobs. A. Example: Shingles vs rock B. Example: 1/4" vs 1/2" plyboards	Science 1. Balancing, vectors, counter-weight 2. Compound compositions 3. Pigments 4. Friction 5. Gravity 6. Adhesion

TRAINING PLAN FOR WORKER - BUILDER SUPPLIES OUTLET
(page two)

Description of the work to be performed (what the student must do)	Direct Related Knowledge (what the student must know to perform the task)	Academic Related Knowledge (Knowledge relevant to the task)
IV. Loading, Locating and unloading lumber etc. V. Taking and recipting orders	IV. A. Loading techniques B. Lifting and handling technique V. A. How to read and ill contractor orders B. Billing techniques	

STEP-BY-STEP TRAINING PLAN*

Clerk-Stenographer
Social Studies Division
Office of Demonstration Project for the Gifted

A. Title of Job: Clerk-Stenographer

B. Job Description: Perform secretarial duties for the three staff members. Duties include taking dictation, transcribing, typewriting, duplicating, assembling, filing, ordering supplies and materials, assisting institute participants, answering the telephone, and doing other tasks requested by employers.

C. Career Objective: Executive Secretary

D. Areas of Experience and Training:
1. Taking Dictation and Transcribing
2. Typewriting
3. Duplicating
4. Assembling
5. Filing
6. Ordering Supplies and Materials
7. Assisting Institute Participants
8. Using the Telephone
9. Public Relations
10. Office Production Techniques

E. Detail of Areas of Experience and Training:

Planned Learning Outcomes	Training and Experience In Class	Training and Experience On the Job
1. Taking Dictation and Transcribing		
a. Learn to take dictation repidly	X	X
b. Learn to transcribe shorthand notes rapidly	X	XX
c. Learn to operate and transcribe from Recordall briefcase tape recorder		X
d. Develop ability to produce accurate copy consistently	X	X
e. Study the files for samples of previous correspondence and other transcripts		X

*Adapted from a step-by-step training plan developed by Writesman Long at the University of Illinois in analyzing his training experiences in the position described.

Planned Learning Outcomes	Training and Experience In Class	On the Job
2. Typewriting		
a. Develop accuracy at a rapid rate	X	X
b. Learn to use IBM Executive typewriter skillfully	X	X
c. Learn to type attractive letters	X	X
d. Learn to type class transcripts		X
e. Learn to type texts		X
f. Learn to prepare attractive tabulations	X	X
g. Learn to make multiple carbons	X	X
h. Learn to correct and type from rough drafts	X	X
i. Learn to proofread accurately	X	X
j. Learn to change carbon ribbons	X	X
3. Duplication		
a. Learn to cut stencils properly	X	X
b. Learn to use styli and lettering guides	X	X
c. Learn to use Gestetner silk-screen process duplicator	X	X
d. Learn to store stencils properly	X	X
e. Learn to prepare Ditto masters	X	X
f. Learn to use Ditto spirit-process duplicator	X	X
4. Assembling		
a. Learn to swiftly assemble papers manually	X	X
b. Learn to use electric collator		X
c. Learn to use electric jogger		X
d. Learn to use manual stapler	X	X
e. Learn to use electric stapler		X
5. Filing		
a. Learn to file alphabetically	X	X
b. Learn to prepare file folders	X	X
c. Learn to code and file stencils		X
d. Learn to code and file tapex		X
e. Become familiar with office files		X
f. Learn to retrieve materials from office files quickly		X
g. Form the habit of making and keeping an extra copy of everything prepared	X	X
h. Attempt to discover ways to improve office filing system		X

Planned Learning Outcomes	Training and Experience In Class	Training and Experience On the Job
6. Ordering Supplies and Materials		
a. Become familiar with supplies used in office		X
b. Observe need for replenishing supplies		X
c. Learn to prepare supplies requisitions		X
d. Learn to store supplies correctly		X
e. Learn to order books		X
f. Learn to order films		X
7. Assisting Institute Participants		
a. Learn to schedule appointments		X
b. Become familiar with location of various campus offices		X
c. Learn to direct people to proper locations on campus		X
d. Learn to give assistance in library usuage		X
e. Learn to instruct participants in correct format for materials being prepared		X
8. Using the Telephone		
a. Learn to answer the telephone courteously	X	X
b. Learn to take and record messages	X	X
c. Learn proper technique for making internal and external calls from campus phones		X
d. Learn to use staff directory		X
e. Learn proper procedure for W.A.T.S. calls		X
f. Learn to secure information via the telephone		X
9. Public Relations		
a. Learn to deal with people courteously at all times	X	X
b. Learn to cooperate with workers in other offices		X
c. Learn to furnish requested information		X
d. Learn to supply needed materials		X
10. Office Production Techniques		
a. Learn to handle materials efficiently	X	X
b. Learn to organize work according to its immediacy of need		X
c. Learn to work under pressure of time deadlines without becoming disturbed	X	X

Planned Learning Outcomes	Training and Experience In Class	Training and Experience On the Job
d. Learn to perform a variety of office tasks in a swift, yet unhurried, manner		X
e. Form the habit of verifying the accuracy of all work produced	X	X

Specific References:

1. Reigner, Charles G. English for Business Use, 2nd Edition, H. M. Rowe Company, 1951.
2. Carnegie, Dale. How to Win Friends and Influence People, Simon and Schuster, 1949.
3. The Secretary's Handbook, 7th Edition, Macmillan Company, 1949.

Project: Preparation of an office manual for a beginning employee.

Career Objective References and Activities:

1. Today's Secretary--regular reading of each issue.
2. Business Week or Newsweek or Changing Times--regular reading of selected articles on business conditions and developments in office procedures and technology.
3. Attend local professional association meetings.
4. Investigate possibility of further formal and informal education in the executive secretarial field.

STEP-BY-STEP TRAINING PLAN[1]

Drafting

A. Title of Job: Draftsman (a two-year program)

B. Job Description: Prepares clear, complete, and accurate working plans and detailed drawings from rough or detailed sketches or notes for engineering or manufacturing purposes according to specified dimensions; makes final sketch of the proposed drawing, checking dimension of parts, materials to be used, the relation of one part to another, and the relation of the various parts to the whole structure; inks in all lines and letters on pencil drawings; makes charts for representation of statistical data; makes designs from sketches.

C. Career Objective: Draftsman

D. Areas of Experience and Training:
1. Instruments and Equipment
2. Applied Geometry
3. Freehand Lettering
4. Orthographic Projection
5. Dimensions
6. Sectional and Auxiliary Views
7. Working Drawings
8. Screw Threads, Gears, Welding
9. Pictorial Drawings
10. Piping Drawings and Schematics
11. Development Drawing
12. Revolution and Rotation
13. Architectural Drawing
14. Structural Drafting
15. Topographic Map Drawing
16. Reproduction of Drawings

E. Detail of Areas of Experience and Training:

Planned Learning Outcomes	Training and Experience In Class	Training and Experience On the Job
1. Introduction		
a. Introduction to drafting	X	
b. Objectives of drafting	X	
2. Using Instruments and Equipment		
a. Select instruments and equipment	X	X

[1]Mason and Haines, Cooperative Vocational Education, Exhibit A.5 (Danville, Ill.: Interstate Printers, 1965)

Planned Learning Outcomes	Training and Experience In Class	Training and Experience On the Job
b. Use tracing paper and cloth	X	
c. Know types and uses of drafting instruments	X	
d. Clean and adjust drafting equipment		X
e. Sharpen drafting pencils		X
f. Sharpen compass leads		X
g. Place and fasten drawing paper		X
h. Draw horizontal lines	X	X
i. Draw vertical lines	X	X
j. Scribe circles	X	
k. Know about inclined lines and use of triangles	X	X
l. Erase lines	X	X
m. Draw lines to scale	X	X
n. Draw irregular curves	X	X
o. Use inking equipment	X	X
3. Learning Applied Geometry		
a. Bisect straight lines	X	X
b. Bisect angles		X
c. Bisect arcs		X
d. Divide a straight line into a given number of equal parts	X	X
e. Construct regular pentagons	X	X
f. Construct hexagons	X	X
g. Construct polygons	X	X
h. Draw ellipses	X	X
i. Locate the center of a circle through three given points		X
j. Draw lines tangent to given circles		X
4. Learning Freehand Lettering and Sketching		
a. Letter freehand	X	X
b. Sketch freehand	X	X
c. Learn isometric sketching	X	
5. Learning Orthographic Projection		
a. Pencil a drawing	X	X
b. Prepare a three-view orthographic drawing	X	X
c. Learn orthographic reading	X	
d. Practice in orthographic projection	X	
e. Lay out title blocks	X	X
6. Learning Dimensions		
a. Making arrowheads	X	X
b. Place dimensions		X
c. Learn material symbols (section)	X	

Planned Learning Outcomes	Training and Experience In Class	Training and Experience On the Job
d. Learn shop terms	X	
e. Learn manufacturing precision	X	
f. Learn American Standard Association Classification of Fits	X	
g. Learn precision and tolerance	X	
h. Check drawings	X	X
7. Learning Sectional and Auxiliary Views		
a. Make full-section drawings	X	X
b. Make half-section views		X
c. Represent broken section views		X
d. Construct detail or removed section views		X
e. Illustrate phantom section views		X
f. Construct auxiliary views	X	X
8. Learning to Make Working Drawings		
a. Learn types and uses of working drawings		X
b. Construct detail drawings	X	X
c. Make assembly drawings	X	X
d. Make layout drawings	X	X
e. Prepare bill of materials list	X	X
9. Learning to Draw Screw Threads, Gears, Welding		
a. Draw screw threads	X	X
b. Execute welding drawings	X	X
c. Make welding drawings symbols	X	X
d. Represent and specify gears	X	X
10. Learning to Make Pictorial Drawings		
a. Develop isometric projection drawings		X
b. Sketch pictorial drawings		X
c. Illustrate drawings	X	X
d. Shade pictorial drawings	X	X
e. Know special shading methods	X	
11. Learning to Make Piping Drawings and Schematics		
a. Develop pipe threads	X	X
b. Specify pipe and fittings	X	X
c. Make pipe drawings	X	X
d. Dimension pipe drawings		X
e. Make pipe schematic drawings	X	X
f. Make electrical schematic drawings		X
12. Learning Development Drawing		
a. Lay out development drawings	X	X
b. Classify lines and surfaces	X	X

	Planned Learning Outcomes	Training and Experience In Class	Training and Experience On the Job
	c. Make interesection drawings	X	X
	d. Do development practice	X	
13.	Learning Revolution and Rotation		
	a. Make revolution drawings	X	X
	b. Do development practice	X	
14.	Learning Architectural Drawing		
	a. Introduction to architectural drawing	X	
	b. Know architectural terms	X	
	c. Know types of house architecture	X	
	d. Make preliminary studies	X	X
	e. Develop plot plans	X	X
	f. Make presentation drawings	X	X
	g. Use architectural symbols and conventions	X	X
	h. Make floor plans	X	X
	i. Dimension architectural drawings	X	X
	j. Letter architectural drawings	X	X
	k. Make wall sections	X	X
	l. Lay out elevations	X	X
	m. Make detail drawings	X	X
	n. Make perspective drawings	X	X
	o. Draw specifications	X	X
15.	Learning Structural Drafting		
	a. Introduction to structural drafting	X	
	b. Know structural terms	X	
	c. Specify structural steel	X	X
	d. Dimension structural drawings	X	X
	e. Make structural working drawings	X	X
	f. Develop structural detail drawings	X	X
	g. Learn structural notations and detailing information	X	
	h. Make timber-structure drawings	X	X
	i. Make masonry-structure drawings	X	X
16.	Learning Topographic Map Drawing		
	a. Develop topographic drawing	X	X
	b. Use topographic drawings		X
	c. Lay out plats	X	X
	d. Know classification of maps and topographic drawings		X
17.	Learning Reproduction of Drawings		
	a. Operate and maintain reproduction equipment		X
	b. Make Ozalid prints	X	X

Planned Learning Outcomes	Training and Experience In Class	Training and Experience On the Job
c. Make blueprints		X

Specific References:

1. Supervised Study Guide for Relation Instruction, University of Texas, Division of Extension, Industrial Education Department, in cooperation with the Texas Department of Education, Industrial Education Division, Austin, Texas.

Career Objective References and Activities:

1. French and Vierck, Engineering Drawing, 8th Edition, McGraw-Hill Book Co., Inc., 1953.
2. Luzadder, Technical Drafting Essentials, Prentice-Hall, Inc.
3. Giachino and Beukema, Drafting, American Technical Society.

SAMPLE

TRAINING PLAN

		Effective Date
Name of Trainee	Super Boy	
Occupational Objective	Supermarket Manager	
Occupational Area	Supermarket	
Training Station	Opportunities Unlimited Market	
Training Sponsor	I. Will Help	

(SAMPLE)

Date of Training Plan (Development-Change) August 24

Learning Experiences	Check Where Instruction Will Be Given				
	Training Station	Date Achieved	In-School Group	In-School Individual	Date Achieved
I. Orientation					
A. Distributive Ed.			X		
B. Personal conduct	X		X		
C. Training station expectations	X		X		
D. Training station policies	X		X		
II. Personal Grooming	X		X		
III. Proper Attitude	X		X	X	
IV. Housekeeping					
A. Proper housekeeping techniques	X		X		
B. Safety techniques	X		X		
C. Care of floors, windows, work areas	X				
V. Carryout Instructions					
A. Proper bagging techniques	X				
B. Carryout procedures	X				
C. Related customer courtesies	X				
VI. Stocking					
A. Receiving merchandise instructions	X		X		
B. Marking of merchandise	X		X	X	
C. Stocking shelves	X		X		
D. Prepare display	X		X	X	
1. Modern display techniques	X		X	X	

(SAMPLE)

Date of Training Plan (Development-Change) August 24

Learning Experiences	Check Where Instruction Will Be Given: Training Station	Date Achieved	In-School: Group	In-School: Individual	Date Achieved
2. Window, interior exterior display	X		X	X	
E. Inventory control	X		X	X	
1. Periodic	X		X	X	
2. Perpetual	X		X	X	
3. Store analysis (record)	X		X	X	
F. Preparation of daily reports	X		X	X	
VII. Cashier Training					
A. Use of cash register	X		X		
B. Proper handling of money	X		X		
C. Check-cashing procedure	X				
VIII. Produce-Dairy Products					
A. Receiving produce-dairy products	X				
B. Preparing and packaging	X				
C. Instruction in market knowledge and produce information	X			X	
D. Develop order "gauges"	X			X	
E. Prepare dairy and produce display	X			X	
IX. Indoctrination in meat department	X				

(SAMPLE)

Date of Training Plan (Development-Change) August 24

Learning Experiences	Check Where Instruction Will Be Given: Training Station	Date Achieved	In-School: Group	In-School: Individual	Date Achieved
X. Buying					
A. Buying procedures	X			X	
B. Seasonal trends	X		X	X	
C. Resource offerings	X			X	
XI. Advertising					
A. Modern advertising techniques	X		X	X	
B. Advertising layout	X		X	X	
C. Plan and prepare ads	X		X	X	
D. Advertising media	X		X		
XII. Business Mathematics					
A. Markup	X		X	X	
B. Open to buy	X		X		
C. Turnover	X		X		
D. Financial Statement Analysis	X		X	X	
XIII. Business Communications					
A. Telephone procedures	X		X	X	
B. Letterwriting	X		X	X	
C. Interviewing	X		X	X	
D. Group training procedures	X		X		
XIV. Supervision					
A. Personnel Scheduling	X		X		
B. Planning	X		X		
C. Human relations	X		X		
D. Personnel problems and causes	X		X		

(SAMPLE)

TRAINING PLAN

		Effective Date
Name of Trainee	Joe Jones, Jr.	
Occupational Objective	Department Store Buyer	8-25
Occupational Area	Retailing Management	8-25
Training Station	ABC Department Store	9-6
Training Sponsor	Joe Jones	9-6

(SAMPLE)

Date of Training Plan (Development-Change) _____

Learning Experiences	Check Where Instruction Will Be Given				
	Training Station	Date Achieved	In-School Group	In-School Individual	Date Achieved
I. Attitudes	X		X		
II. Personal Grooming	X		X	X	
III. Human Relations	X				
A. Supervision	X		X		
B. Personal Policies	X				
1. Employment	X				
2. Training	X				
3. Promotion	X				
4. Wage and Hour Law			X		
5. Scheduling	X		X		
6. Personnel Problems	X		X		
7. Compensation Plans and Problems	X		X		
IV. Housekeeping					
A. Merchandise Care			X		
V. Business Practices	X				
A. Economics			X	X	
B. Business Math			X	X	
1. Markup			X		
2. Mark-down			X		
3. Open to Buy			X		
4. Turnover			X		
5. Bookkeeping			X		
6. Financial Analysis			X		
7. Business Law			X		
8. Inventory Control			X		
9. Stockkeeping			X		

(SAMPLE)

Date of Training Plan (Development-Change) _____

Learning Experiences	Check Where Instruction Will Be Given				
	Training Station	Date Achieved	In-School Group	In-School Individual	Date Achieved
VI. Market Information					
A. Merchandise Knowledge			X	X	
B. Buying Practices	X		X		
C. Vocabulary			X		
D. Credit Practices	X		X		
E. Pricing	X		X		
VII. Sales and Services Techniques					
A. Steps of Sale			X		
B. Use of Cash Register	X		X		
C. Handling of Money	X		X		
D. Check-Cashing Procedures	X				
E. Fitting of Mdse. to Customer	X		X		
F. Sales Promotions	X		X		
VIII. Display					
A. Techniques			X	X	
B. Types			X		
C. Planning			X		
D. Budgeting			X		
E. Evaluation	X				
IX. Advertising					
A. Planning			X		
B. Budgeting			X		
C. Techniques			X		
D. Media			X		
E. Evaluation			X		

ERIC 89

(SAMPLE)

Date of Training Plan (Development-Change) _____

Learning Experiences	Check Where Instruction Will Be Given				
	Training Station	Date Achieved	In-School Group	In-School Individual	Date Achieved
X. Inventory	X				
A. Types	X		X		
B. Coding	X		X		
1. Cost & Product.	X				
C. Inventory Record Analysis			X		
XI. Department and Store Layout			X	X	
XII. Department and Store Security			X	X	

COORDINATION RECORD

Name _____ Store _____

Home Address _____ Type of Work _____
(Street)

_____ Bus. Phone _____ S.S. No. _____
(Section)

Age _____ Home Phone _____ Employer _____

H. R. Teacher & No. _____ Wages per hr. _____

Per.	Subject	Room	Teacher	Grades						Sept.		Jan.	May
				1	2	3	4	5	6	S	F		
1													
2													
3													
4													
5													
6													

Date Worker's Permit expires _____

Date minimum wage certificate expires _____

Coordination Visits

Date	Remarks
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____

STUDENT PROGRESS REPORT

The following page gives a complete explanation of the procedure which should be followed in using the Student Progress report as a teaching device. You will be more effective in coordination activities and in student conferences if you use this rating scale as an instrument for student growth.

EXHIBIT NUMBER 25

USE OF THE PROGRESS REPORT

PURPOSE

The scale should be considered primarily as a training device to help the student see, through concrete evidence, what he is doing well and where he needs to improve. The items included deal primarily with attitude measured in terms of trait actions shown on the job, rather than with information and skills which can be measured in other ways.

WHO SHOULD RATE?

The report should be used by a training sponsor who has the opportunity to observe the behavior of the student, otherwise it is meaningless. This will usually be his immediate supervisor.

EXPLANATION FOR FORM

The purpose of the report and detailed information contained should be explained by the coordinator to both student and training sponsor at the beginning of the work experience. It should be pointed out that the use of a descriptive scale such as this makes the rating more objective than the use of a grade and that checking on a line allows leeway in rating. It should not be sent or mailed to the training sponsor.

VALUE OF JOINT RATING

The actual rating should be carried out jointly by the coordinator and training sponsor, or a combination of the personnel director, training sponsor and coordinator, if desired. This will enable the coordinator to discuss the rating intelligently with the student later and to work with the training sponsor in giving any needed help. Having the training sponsor make out the rating in the coordinator's presence also forestalls its being done in a superficial way and makes it a joint responsibility. It is suggested that the training sponsor keep a copy for his own use. It can be referred to in subsequent rating as a basis for comparison.

TO:_____ DATE:_____

Progress Report of_____ in _____
(Student) (Training Agency)

Directions: Read over each line carefully. Place a check mark over phrase which describes the student most accuratley. Make only one mark on each line, and be sure to mark every line.

1.	Makes an excellent appearance.	Usually neat and appropriate in appearance.	Sometimes neglects appearance.	Should improve appearance.
2.	Personality is outstanding.	Has a pleasing personality.	Personality is unimpressive.	Does not get along well with others.
3.	Unusually enthusiastic about work	Shows interest in work most of time.	Interested only in certain phases of job.	Should show more interest in work.
4.	Goes out of the way to cooperate.	Is usually cooperative.	Helps only when asked.	Does not work well with others.
5.	Reliable in following directions.	Usually follows directions well.	Sometimes careless in following directions.	Cannot always be relied upon to follow directions.
6.	Recognizes work to be done and does it without direction	Sometimes goes ahead in work not assigned.	Performs regular routine duties only.	Seldom seeks works beyond regular routine duties.

7.	Wise in actions and in making sections.	Usually shows sound judgment	Sometimes shows lack of judgment or discretion.	Lacks ability to make sound decisions.
8.	Has perfect attendance.	Occasionally absent but with good excuse and advance notification.	Occasionally absent without good excuse or notification.	Frequently absent.
9.	Always on time.	Occasionally late but with good excuse.	Occasionally late without good excuse.	Frequently late.
10.	Is outstanding in production.	Exceeds average production.	Is average in production.	Should produce better.

Consider quantity and quality in checking production on page 1 and page 2.

Indicate percentage of time in:

Sales _____ Stock Work _____ Other_____

_____ _____ (Explain)

Comment on instances where performance is particularly high or low:

Comment on ways in which the student can show improvement:

Rated by _____Dept._____Position_____

_____

STUDENT'S WEEKLY PRODUCTION REPORT

EXPLANATION:

This form is to be filled in by the student day by day and returned to the Distributive Education coordinator each week.

Student _____ Company _____

From _____ To _____

Day of Week	Department	Type of Work done	Hours Worked	Sales or Major results
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Total				

Store Supervisor's Signature

_____

REFERENCES

Coordinator's Manual, Vocational Office Training, Division of Vocational Education, Department of Education, Atlanta, Georgia, 1967.

Distributive Education Teacher-Coordinator's Handbook, Distributive Education Service, Division of Vocational Education, State Department of Education, Richmond, Virginia, 1966.

Distributive Education Guidelines for Training Plans, Distributive Education Services of Ohio, Ohio State University, Columbus Ohio, 1967.

Handbook for Administrators and Coordinators of Cooperative Vocational Education, Division of Vocational Education, State Department of Education, Charleston, West Virginia, 1971.

Mason, Ralph E. and Haines, Peter G., Cooperative Occupational Education and work Experience in the Curriculum, Danville: The Interstate Printers and publishers, Inc., 1965.

University of Georgia, Cooperative Vocational Education Coordinator's Handbook for Georgia, Department of Distributive Education, Athens, Georgia, 1969.

University of Georgia, C.V.A.E. Coordinator's Handbook, Division of Vocational Education, Athens, Georgia, 1971.

University of Georgia, C.V.A.E. Training Guides, Division of Vocational Education, Athens, Georgia, 1971.

University of Minnesota, A. Guide for Cooperative Vocational Education, Division of Vocational and Technical Education, Minneapolis, Minnesota, 1969.